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LEGEND & LORE

Jefferson Medical College

C H A P T E R

2

Student Life

A Portrait of Jefferson Medical Students (1825-50)

by Peter Lewis (JMC, '93) and Michael L. Simenhoff, M.D.

In April of 1826 George McClellan made his famous 24-hour dash from Philadelphia to Harrisburg in horse and buggy to persuade the State lawmakers to vote in favor of allowing Jefferson Medical College to grant the M.D. degree. Along with three colleagues he had obtained permission in a document, dated October 30, 1824, to use the charter of Jefferson College at Canonsburg, Pennsylvania, to establish a Medical Department. It was called Jefferson Medical College of Philadelphia. This upstart medical college had been strongly opposed by the University of Pennsylvania not only during past attempts to obtain an independent charter but also for granting the M.D. degree. McClellan's lobbying with the legislators provided a major factor in turning the tide in favor of Jefferson's survival.

It was at this exact time that Thomas Jefferson was within three months of death. He had founded the University of Virginia at Charlottesville in 1819 and started a course in medical education headed by Robley Dunglison in 1825. Until becoming thoroughly acquainted with Dunglison, who was by then his personal physician, he had held the younger members of the profession in low esteem. He was on record as having stated: "I believe we may safely affirm that the inexperienced and presumptuous band of medical tyros let loose upon the world destroys more of human life in one year than all the Robinhoods, Cartouches, and Macbeths do in a century."

Surprisingly, Robley Dunglison himself, who became one of Jefferson Medical College's most outstanding professors, recorded in his memoirs a less than flattering appraisal of the mid-nineteenth century medical student: "We sometimes hear a parent speak of placing a son, - of the strength of whose intellectual powers he has some doubt, - to the study of medicine, because he is apprehensive

that his talents might not enable him to succeed in the profession of the law."

An example of parental disapproval for a son undertaking the study of medicine was the father of James Marion Sims (JMC, 1835) who became the reputed "Father of American Gynecology." Mr. Sims denounced his son's intentions with the following proclamation: "It is a profession for which I have the utmost contempt. There is no science in it. There is no honor to be achieved in it; no reputation to be made."

In this climate, it would appear that for medical students such as Samuel D. Gross and J. Marion Sims, who pitched their tents in McClellan's newly opened camp, reputations were doubly at risk of being lost rather than gained.

As early as 1816 a few abortive efforts were undertaken to establish a sister medical institution in the City of Brotherly Love. In 1821 two individuals, McClellan and John Eberle, provided private medical instruction to physicians and would-be-physicians in a building located just to the north of the present Washington Square Park district in Philadelphia. This initiative formed what historian James Fyfe Gayley, a Penn medical graduate writing in 1858, called "the germ of Jefferson Medical College." Other private schools of medical instruction existed at this time in Philadelphia. These institutions served largely as training grounds, a sort of medical minor league, where students expanded their knowledge and instructors sharpened the fundamentals of their respective crafts with an eye towards being appointed to the University (Penn) faculty. McClellan was committing academic treason when he demanded that all the rights and privileges of Penn's medical school be accorded his own.

Closer in age and experience to their pupils than the professors at Penn (the venerable Drs. Gibson,

Chapman, and Physick), the maverick McClellan and his cohorts challenged the University's state-sanctioned monopoly on the awarding of medical degrees in Philadelphia. In June of 1824 McClellan and Eberle, joined by Jacob Green and Joseph Klapp, successfully petitioned a Washington County Pennsylvania college near Pittsburgh, — Jefferson College of Canonsburg (Chartered in 1802), — to adopt the McClellan-led instructional endeavors in Philadelphia as a Medical Department of Jefferson College. This creative academic alliance paved the way for Jefferson Medical College's initial session of lectures in the fall of 1825.

It should be noted that the first medical school faculty, numbering six with McClellan at the helm, was appointed by the trustees of Jefferson College a full seventeen months prior to the official action by lawmakers in Harrisburg granting to Jefferson Medical College the privilege of conferring the M.D. degree in April of 1826. An address at the opening of the first Medical Hall declaring the intentions of the proposed medical school had been delivered by Benjamin Rush Rhees, another product of Penn's medical school, on March 8, 1825. The lecture was strategically timed to coincide with the conclusion of Penn's academic session. With no guarantee that their labors would not be in vain, McClellan and colleagues proceeded to provide a four-month lecture and clinically based course of instruction in medicine in the fall of that same year.

Alarmed by the magnetism of their aggressive former pupils, and impressed with the potential for financial loss at the hands of their prospective competitors, members of Penn's faculty worked feverishly to block Jefferson's acceptance in the state capital. Commencement exercises for the first graduating class of 1826 were delayed as members of the Jefferson and Penn Medical Schools lobbied members of the Pennsylvania House and Senate. William M. Meredith was a member of the House of Representatives at the time of the Jefferson debate and a staunch ally of the University's position. Papers belonging to Rep. Meredith argued opposing views on the Jefferson bill, the resolution of which would determine whether or not the twenty men who comprised Jefferson's class of

1826 would be rewarded with diplomas for their academic efforts.

Positions in support of a second Philadelphia medical college, suggesting the appeal of both the City and Jefferson, were summarized in a letter discovered in the Meredith collection dated February 11, 1826. The letter's author argued that of advantage to the medical student was the central location of Philadelphia's teaching hospitals; "whereas at New York and Boston," by comparison, "they are so far out of town that the students see little of them without paying heavily for horse hire." In addition, the writer maintained that cadavers were easier to obtain in Philadelphia, there being much tighter control regarding their acquisition in neighboring towns such as New York and Baltimore.

Finally, living expenses for the medical student were held to be less in Philadelphia than in other coastal cities such as New York, Boston, and Baltimore. Despite Philadelphia's presumed advantages, the Jefferson lobbyist insisted that students were flocking to competing cities such as New York and Baltimore due to the University's inability to accommodate all parties interested in obtaining a medical degree in Philadelphia. An added assertion put forth in favor of the Jefferson position was that Penn's class size did not diminish during the 1825/26 academic campaign, when both schools were in session.

These and similar arguments delivered to State lawmakers by post, coupled with McClellan's eleventh hour personal appearance, proved decisive for the Jefferson cause as the measure was voted into law on April 7, 1826. Applause for the bill was far from universal. The lead story in the April 8, 1826 edition of the *National Gazette*, a Philadelphia daily, highlighted "the commencement of the pre-eminent Medical School of our University (Penn)." Buried deep in the paper, dateline Harrisburg, a less celebratory report was filed thus: "I regret to inform you that the house of representative passed...the Jefferson College bill, which had been so zealously and ably opposed by Rep. Meredith." Jefferson degrees would be awarded with considerably less fanfare from the press some

six days later with a promise from the faculty to reserve diplomas for any and all graduates who were unable to remain in Philadelphia during the course of the Harrisburg debate.

The favor of Harrisburg secured, students were free to examine the relative merits of the two rival schools awarding medical degrees in Philadelphia. An opening fortnight of gratuitous lectures was soon set aside at Penn and Jefferson which allowed students to engage in a form of comparison shopping. These opening addresses were scheduled in a staggered fashion thereby giving students the opportunity to sample all the introductory courses served up at the Penn and Jefferson banquet tables. The rival schools, eager to harvest a plentiful crop of students, paraded their finest orators, making for what one Jefferson professor dubbed the "carnival of the medical profession."

On such occasions the infant Jefferson institution engaged in an aggressive form of self promotion designed to create a favorable reputation of its own at the expense of that previously earned by the "Old School." Dunglison noted that the abundance of verbal volleys fired by his future colleagues persuaded him "that the true policy of the Jefferson School was to wage an active warfare with the University of Pennsylvania." He took to the printed page to rebuke the Jefferson professors for their "most objectionable system of announcing the assumed advantages of Jefferson Medical College to the disparagement of all other Institutions, and especially of the University of Pennsylvania."

Debatable tactics and tact aside, the fact remains that Jefferson was successful in luring students away from the Penn campus. The 1834/35 *Annual Announcement* sought to impress its readers with the number of transfer students Jefferson had received from Penn the previous year, while noting that "in the printed catalogue of the University of Pennsylvania, the name of a single student who had previously matriculated in Jefferson Medical College, will not be found."

What prompted this seemingly one way traffic between the veteran University and the novice Medical Department? Economics, no doubt,

played a significant role. The 1834/35 Jefferson announcement estimated academic expenses for two complete sessions at Jefferson to be \$230; the Penn pricetag was \$315. Broken down, the Jefferson tuition (paid directly to the faculty as was the custom of the day) consisted of fifteen dollars per lecture series (there being six offered each session), a ten-dollar annual fee to cover entrance into the dissecting room and the performance of demonstrations, a five-dollar yearly charge for access to the College's clinic and museum, and graduation fees totaling twenty dollars that went towards the engraving of the diploma and the services of the school's janitor.

Student requests for deferred payment were at times honored and provisions were also made to award financial aid. Article number nine of the Medical Department's agreement with Jefferson College at Canonsburg gave the faculty the authority to grant gratuitous admission to "ten indigent young men of talent." Interested applicants submitted personal statements of need and letters of recommendation to an admissions committee consisting of trustees and faculty members. It is ironic that these records represent the single greatest resource for direct and varied student commentary from Jefferson's first quarter century, when, in fact, such information was to be handled with the strictest of confidence. The letters contain repeated tales of personal tragedy and financial woe. One applicant wrote: "I was so unfortunate as to be deprived of my father two years ago by death, and me and my mother, and family have been left in indigent circumstances." "I have six sons," notes the father of another candidate, "besides eleven children in all and but a small salary to support them upon." "He was once in affluent circumstances," reads another appeal concerning an applicant's father, "but from an unsuccessful speculation in the Cotton Manufactory [sic] has lost all his property and is now in the most restricted pecuniary condition."

Other letters asked Jefferson to match similar offers of financial assistance extended by rival schools such as Rutgers and Columbia College. One individual who planned to study in Europe discovered he possessed insufficient funds to do

so and turned to Jefferson for admission as one of its beneficiaries. Another gentleman wrote the faculty to inquire as to whether or not it was their custom "to admit a son of a physician free gratis." It should be pointed out that the individuals enrolled in the Medical College's "tuition assistance" program were assessed a twenty-dollar fee to cover incidental expenses; but some scholarship students successfully applied for waiver of this fee as well.

On the subject of admission standards for the whole of each year's entering class there is scant evidence pertaining to applicants being denied their request for enrollment. Available faculty minutes from this period cite two examples of rejection, one being due to insufficient credentials. Admission at this point was not highly selective as regards competency or ability. It appears that few individuals with private funding for their medical education were denied admission.

Supporting this claim is an excerpt from a letter written to the Jefferson faculty in 1833 by a member of the Medical Institute of the State of Georgia: "We believe it a subject of regret universal among the officers of our medical colleges that the terms of admission into the Profession are so easy." (There was no entrance examination at this time; no medical college aptitude test equivalent.) Later in the correspondence the Georgia medical school officer invited members of the Jefferson faculty to a proposed gathering of medical school officers in Washington D.C. the following year "for the purpose of establishing a uniform system of regulations for the Degree of Doctor of Medicine, of regulating the courses of professional study." Jefferson faculty members declined this invitation, but more than a decade later, in 1848, a year following the first meeting of the American Medical Association in Philadelphia, Charles D. Meigs (Jefferson professor of obstetrics at this time) called upon his students to attend such conventions. "Organize—organize yourselves into societies," he exhorted, "and send your representatives to the great annual convention of the medical body of the republic." Turning back to Jefferson's inception, prior to the dawn of such initiative directed towards elevating and standardizing terms of admission to medical

school, one must examine its admission practices in an effort to assess what role they played in the Medical School's ability to attract applicants away from established schools such as Penn.

The appeal of a new and younger breed of medical mentors, many of whom had had a connection with the "Old School," played an important role in generating admissions for Jefferson. Samuel D. Gross, who was recommended for admission to Penn by his preceptor Dr. Joseph K. Swift of Easton, Pennsylvania (himself a Penn graduate), became enamored of George McClellan upon visiting Philadelphia and cast his lot with Jefferson, much to the dismay of Swift. Under McClellan's tutelage Gross acquired his professor's passion for dissection and practical anatomy. Early in his professional life, following his graduation from Jefferson in 1828, Gross dedicated an English translation of a French text in anatomy to McClellan. (The text was rejected by a Philadelphia publishing house sympathetic to the University.) Later in life the crowning achievement of Gross' professional career was his return to Jefferson to occupy the Chair in Surgery first held by McClellan.

A contemporary of Gross, perhaps attracted by McClellan as well, notified the Jefferson faculty in writing that owing to his father's objections, and with regrets, he was compelled to withdraw his candidacy for admission. He wrote: "I fully intended to attend the lectures at your college but on mentioning the thing to my Father he objected so strongly (on account of having previously attended the University) that I concluded (as it was my duty [to] act according to his direction) to attend the University again this winter."

Added features of the "Jefferson difference" in the eyes of this young man and others entertaining a Philadelphia residence for medical school likely included the enhanced exposure to clinical medicine at Jefferson and the sheer ambition of the upstart institution. From the outset, Jefferson maintained an on-site dispensary where medical care was rendered to the City's poor, and consequently medical instruction of an enduring nature was provided to the students. Opened on May 9, 1825, it was the first clinic established in any medical col-

lege in the country. This curricular innovation was bolstered by a determination on the part of both the faculty members and students to succeed in their mutual labors. It proved to be McClellan's greatest contribution to medical education.

Some two decades later, Jefferson was able to look back upon the hills and valleys of its short history and admire its progress. John Kearsley Mitchell, professor of the theory and practice of medicine, while addressing an audience of prospective students in November of 1847 was moved to proclaim: "Boasting no venerable antiquity, leaning not on the fame of ancestral labours, the 'Jefferson,' like the great country in which it exists, is self-poised and self-dependent." Most ironic is the fact that in February of 1826, Mitchell (yet another Penn graduate) had authored a letter to state representative Meredith arguing against the creation of a second Philadelphia medical school. Perhaps he was able to foster a similar switch of allegiance (such as that which he had experienced) in some of those students gathered to sample his introductory lecture at Jefferson in 1847.

At the inception of Jefferson Medical College the admission requirements were very lax. It was necessary only to supply sufficient evidence of preliminary education that would permit one to comprehend the lecture material. On the other hand, the criteria for obtaining the M.D. degree were definite and explicit. The first requirement was for the candidate to be at least twenty-one years of age at the time of graduation. An examination of the extant registration books from the first quarter century of Jefferson's existence reveals that the vast majority of individuals who presented themselves for instruction were between the ages of 19 and 24. The youngest matriculant on record was fifteen years of age, an individual who was precepted by his father and was present for lectures during the 1829/30 session. The oldest student listed was a 55 year-old native of London who elected to acquire the Jefferson lecture tickets for the academic session commencing in the fall of 1837. Not far removed in years was a 47 year-old member of the 1833 lecture class who indicated at the time of registration that he had "studied and

practiced [medicine] since 1804."

Three years of study under the guidance of a "respectable practitioner" was a second prerequisite for a Jefferson medical degree. In some instances this respectable practitioner was a member of the Jefferson faculty. George McClellan, Benjamin Rush Rhees, and John Kearsley Mitchell, along with other luminaries such as Thomas Dent Mutter, Robert M. Huston, and Joseph Pancoast, instructed students both prior to and during their stay at Jefferson. This association between teacher and pupil no doubt assisted the students at the time of admission and provided the professors with an added source of revenue.

For those students, who like Gross were not residents of Philadelphia, the preceptors were commonly members of their local communities. Mitchell, in his 1847 opening address, remarked that during the long vacation between lecture sessions, many medical students chose to return home for study under their original preceptors. In addition, he remarked that following the cessation of studies at Jefferson "the young physician commonly exercised his craft according to the practice of his private preceptor." The private preceptor usually demanded a fee in exchange for his instruction. In Gross' case the cost of his three-year tutelage at the hands of Dr. Swift was \$200. In other instances the preceptor supported his pupil financially. George B. Kefoot, in a letter dated September 21, 1829, petitioned the faculty to waive the twenty-dollar attendance fee for gratuitous students, offering the following appeal: "As I am totally dependent on my preceptor for everything, and therefore thought [that] if I could save him the expense of this payment, alluded to, it could lessen the heavy tax that I have been to him."

Not every student was so admiring of his preceptor, or felt equally indebted to the same. In his autobiography Gross identified his reservations concerning "the vicious system of office pupilage." He labeled Saturday morning examinations at the hands of his preceptor "a waste of precious time" and lamented that he "had seen no practice" prior to his Jefferson matriculation. Gross commented that he "was therefore glad when the period ar-

rived for attending lectures.”

The students which the Jefferson professors inherited from country and urban preceptors had not received uniform training. The qualifications of the preceptors varied. Not all of them had received a degree in medicine. In fact, a noticeable number of candidates for a diploma were themselves practitioners, a few having dispensed medical treatment for a decade or more prior to attending lectures at Jefferson. Medical school graduates from Jefferson and elsewhere frequently joined ranks with the novice matriculant to continue their education. Clearly, the overwhelming number of registrants listed one to three as the number of years of prior study, with a significant number enrolling having studied under a preceptor for less than twelve months. Dunglison proclaimed to his student audience in an 1845 opening address: “You commence your professional education with us under circumstances by no means the same with you all.”

Dunglison welcomed students into the halls of Jefferson who had “quitted the office of the preceptor to drink from the fruits of knowledge in another form.” Two full courses of accredited medical instruction, with at least one session at Jefferson, represented the third requirement to be met by students desirous of receiving the Jefferson diploma. (Added lecture sessions could be had without additional fees.) Annual announcements, opening addresses, and commencement speeches frequently contained references to the prior places of study of Jefferson students. The 1834/35 *Annual Announcement* proclaimed that “more than half of the gentlemen who graduated in the Institution this [past] year, commenced their studies in other colleges.” The Institution was most proud of the individuals it inherited from Penn. Dunglison, while addressing an 1847 graduating class numbering 181, noted that 72 of them had left other medical schools in order to attend Jefferson. The 1849 Jefferson student Register identified some twenty-five different medical schools where matriculating students had spent their novitiate. These schools covered the expanse of the Union; some were to be found beyond its borders—

in Canada and England.

For those students making their pilgrimage to medical school, whether by rail or coach, Philadelphia was frequently their Medical Mecca. In an 1837 text published by Dunglison entitled *The Medical Student: or Aids to the Study of Medicine*, the author identified 23 medical schools then in existence which were awarding diplomas to some six to seven hundred graduates annually, noting that “the two schools of Philadelphia alone furnish a little less than one third.” Offering a summary statement of Philadelphia’s appeal as a center of medical learning Dunglison wrote: “The City of Penn has always been celebrated for its charitable institutions, its hospitals and dispensaries, its establishments for the diffusion of knowledge, and the general absence of deranging influences calculated to divert the student from his pursuit of information.” As the mid-century mark neared, the *Jefferson Annual Announcement* was pleased to report that the country was crisscrossed by railroads “approximating the most remote places to each other.”

On the subject of schools which sent students to Philadelphia to attend Jefferson, it is essential not to neglect the institution from which Jefferson Medical College originated, — Jefferson College of Canonsburg. Article number seven of the initial agreement founding the medical school stated: “that this college shall use all suitable influences to send medical pupils to the Medical School connected with it in Philadelphia; and the Medical Faculty shall promote in every way the interest and prosperity of the College.” Matthew Brown, President of Jefferson College at the time the Medical School was founded, wrote in a letter to John Eberle, recent Dean of the Medical College Faculty, dated December 8, 1828: “We sent you a few Jeffersonians—I hope they will do well.” The Jefferson College faculty at Canonsburg also recommended that honorary medical degrees be awarded to select alumni of their school who were practitioners of medicine. Keeping the business of education with the family represented a means of receiving increased financial dividends. A May 21, 1834 communique between Brown and

McClellan bore witness to a one-time economic agreement between the Canonsburg College and the Medical School whereby the College was to receive five dollars for every medical school graduate. Additional correspondence between these two parties suggests that the Medical School faculty was, at times, delinquent in the payment of said monies to the College.

Transfer students from outside the State of Pennsylvania were largely from southern schools. A June 17, 1829 correspondence between a Lexington, Virginia native, John W. Paine, and faculty member Jacob Green attests to the widespread practice of Southern gentlemen traveling to Philadelphia for the culmination of their medical school training. "I think it probable that many students may in the future attend your school from this part of the Country," Paine wrote. "This county has hitherto furnished a fair proportion of the students of the Old School [Penn], but I think for the future they will be divided."

As the twenty-fifth anniversary of the school's founding drew near, the Medical College register listed an ever increasing number of transfer students from the University of Virginia. Dunglison likely merits a measure of the credit for this student migration northward. Four added and prominent Jefferson faculty members of this era—Charles D. Meigs, John K. Mitchell, Thomas D. Mutter, and Robert M. Huston—had connections with the southland which no doubt aided the school's efforts to attract students from this region of the country. Between Charlottesville and Philadelphia, Dunglison had paused at Baltimore to teach at the University of Maryland (as had another Jefferson Professor, Granville Sharpe Pattison). It is not surprising, therefore, that a fair number of matriculants had had a year's prior study at the University of Maryland. The school's short-lived association with Daniel Drake, as its third professor in the theory and practice of medicine, beginning in 1830, served to enhance the school's visibility in the eyes of western students. Jefferson College President Brown wrote of his appointment: "This is a first rate man and will add much to the reputation of the institution in the West." At the time

of the Jefferson debate in Harrisburg (1826) it was argued that a recently recruited professor of anatomy, Nathan Smith, would be capable of drawing students from the State of Vermont.

Students possessed the power of persuasion themselves. J. Marion Sims made his 1834 excursion to Philadelphia from Charleston, South Carolina, in the company of his friend and fellow Jefferson classmate Ben Robinson of Fayetteville, North Carolina. A resident of the north wrote to the medical faculty in May of 1831: "There are several medical students in and about the Village of Ithaca [New York] with whom I am intimately acquainted who I think that in case I should attend your school would attend the same also." Students exploited the economic nature of their relationship with their professors in an effort to mold other areas of faculty policy in addition to admissions. The school's proposed closure of its Dispensary during the summer months of 1839 prompted the following reply from students opposed to the plan: "We may therefore go home, and if we do so, the great probability is, that, all of us, and an absolute certainty, that, some of us will not return to this city. And you will therefore, not only lose the patronage of us, as individuals, but perhaps the patronage of many of our friends, who might come to this city and attend your lectures, for the sake of your company."

That very same year (1839), George McClellan was dismissed. In an open feud with the Board of Trustees, he had prompted a dissolution of the entire Faculty. In the re-election of professors, McClellan was displaced by Dr. Joseph Pancoast, another graduate of the University of Pennsylvania. Undaunted, McClellan founded yet another rival Medical College in Philadelphia, using the same strategy as in the founding of Jefferson Medical College. He obtained the charter of Pennsylvania College at Gettysburg to establish its Medical Department in Philadelphia. Gayley the historian reported that in response "nearly half of the graduating class withdrew...preferring to sit under McClellan's teaching or to enter other schools of the year 1839/40." (Jefferson would experience a similar defection at the onset of the Civil War.) By

now Jefferson was strong enough to survive the loss of McClellan. As events turned out, McClellan's second school collapsed from attrition during the Civil War and the Mother College at Canonsburg was forced to merge with Washington College to form Washington and Jefferson College shortly after the end of the Civil War. Indeed, with obtaining an Independent Charter from the Pennsylvania State Legislature in 1838, granting rights and privileges equal to those of the University of Pennsylvania, Jefferson Medical College was poised to fulfill its glorious destiny.

The Medical College fostered ties beyond the fragile Union's borders as well. A noteworthy number of Jefferson matriculants emigrated from Ireland, including two members of the class of 1826,—Jefferson's first. One Irish emigre requested swift notification of his admission status, writing: "I would like to know soon, as having a wife and six small children I would have many arrangements to make previous to my leaving them." As with southern connections, faculty members played a vital role in attracting students from Europe. An Irish native requesting admission in 1832 noted that he had heard Pattison lecture in London. Dunglison's training was in Edinburgh, London, and Paris prior to crossing the Atlantic. Mitchell and John Revere both studied at Edinburgh; Mutter in Paris.

European ideas and practices helped to mold the calendar and curriculum to which Jefferson medical students were exposed. Pursuant to Jefferson's original Act of Incorporation the two full courses of study towards a medical degree were to consist of instruction in Anatomy, Surgery, Theory and Practice of Medicine, Materia Medica and Institutes (later separated), Midwifery and Diseases of Women and Children, and Chemistry.

The initial session of the Medical College was four months in length, extending from the "last Thursday in October [1825] until the end of February [1826]." A student petition issued in April of 1829 requested that faculty members offer private instruction in the summer months. By 1832 a formal, yet optional, "summer" program was offered between April and June under the heading "Col-

lateral Course," as distinguished from the standard and mandatory four-month "Academic Course." The Collateral Course was recommended for "junior students" preparing to enter medical school in the fall, first year students desiring a review of previously completed studies, and second year students in need of added tutelage prior to their final examination. Wishing to entice students "to avail themselves of the more extended Course of education" the faculty fashioned "medals and certificates of Honor" to be awarded to students capable of distinguishing themselves on a summary examination. Soon thereafter the faculty adopted a European custom by adding an extra month of training at either end of the "Academic Course," noting in their 1834/35 Announcement that "six months is now the common period in all the principal medical schools of Europe." Students were strongly encouraged, although not obligated, to attend these added sessions which contained detailed instruction in anatomy as their primary focus. Reaction to this extended program by the student body was quite favorable, with approximately forty percent participation during the second year of its existence.

Information regarding daily and weekly academic schedules while school was in session is largely piecemeal and accordingly incomplete. Extant records demonstrate that students attended classes Monday to Saturday, with most courses meeting three to four times per week; anatomy was presented daily. Faculty minutes from October of 1825 indicate that lectures were to be held daily from 9:15 to 4:30 with an intermission between the hours of 2:00 and 3:30, although this schedule was doubtless revised numerous times.

Regarding the medical school lecture format, Dunglison made the following remarks in an opening address delivered in the fall of 1839: "Although you may have devoted time and attention to the study of your profession, as derived from books and from the office instruction of your preceptors, you have not been accustomed to listen to precepts conveyed in the form of lectures on so many departments of the science, necessarily delivered in rapid and constant succession."

To contain this unremitting flow of information presented in lecture, Dunglison recommended that his students "make brief notes—catch-words,—certainly not to attempt to take down everything the lecturer says." A consideration of student lecture notes from this period demonstrates that professors, on occasion, would furnish a printed edition of their lecture material. A series of blank pages would commonly be appended thereby allowing students to annotate the lecturer's words with their own. To amplify their lecture notes Dunglison advocated that students employ the "art of drawing... especially as regards the parts of the human figure." The Franklin Institute offered evening classes to assist medical students in mastering this craft.

Estimates of their lecturers' capabilities are scant, with Gross and Sims providing the primary source material. Gross rated McClellan "a fluent and popular lecturer, full of energy and enthusiasm, but utterly without system." Sims' evaluation was equally mixed: "He was very eccentric and erratic as a teacher. His delivery was very spasmodic, but he talked sense all the time." Sims identified Pattison as "the best lecturer on anatomy then living," with a singular and most disagreeable flaw: "When he became very enthusiastic, and went to the highest pitch of his eloquence, he would forget himself and all around him, and would splutter and slobber and spit, the saliva flying in every direction, so that those who sat within a yard of him would be splattered all over and of course the young gentlemen were too polite to say anything." A less passionate and effective delivery belonged to Gross' professor of obstetrics, John Barnes, of whom Gross wrote: "He was the dullest lecturer that it was my lot ever to hear." A similar, though less caustic, report was filed regarding John Eberle who lectured Gross in Medicine: "His lectures were written out in full and read with little animation or variation of tone."

Pertaining to the fashion in which students were to digest the lecture material which they had consumed during the day, John K. Mitchell urged a sound equilibrium between reflection and amusement, writing: "He who studies always, and plays never, will not make as much solid progress as if

he were to occasionally and frequently unbend and refresh a fatigued mind by agreeable relaxations." Gross extolled the virtues of an adequate night's rest in his autobiography,—"No man who wishes to live well or long should rob himself of his rest at night." He also employed the practice of sleeping with a book under his pillow during his student days. Gross's focus as a medical student was resolute and uncompromising. He claimed: "I was a stranger to all amusements. Medicine was the goddess of my idolatry." To similar students attending Jefferson some two decades later Mitchell was moved to remark: "Some, nay, many of you, study too hard either for safety or for progress, and require the birch, not to stimulate, but restrain, not to quicken, but retard." Several years later, making the same argument to a different section of students, Mitchell claimed that unrestrained study had robbed a young gentleman of his vision. Of this student Mitchell wrote: "His eyes gradually failed him, and he at length lost his sight through a chronic inflammation, originating in his protracted nocturnal studies."

The hazards of being a medical student were not confined to the reading room. Dissection, a well documented favorite of the student investigator of this era, was certainly not without risk. While praising Jefferson's newly equipped anatomy laboratory at the start of the 1832 solicitation for students, Pattison remarked: "How often does it happen, that the most distinguished pupils, from the devotion which they pursue practical anatomy, in confined and ill ventilated dissecting rooms, have their health irretrievably injured." Sims, who recalled with nostalgic affection having traced "an anomalous distribution of the tracheal artery" by candlelight as a Jefferson student, soberly chronicled the death of two of his classmates due to small pox contracted in the dissecting room. A more benign form of study designed to foster added social and academic interaction between students and faculty consisted of Saturday evening "quizzing clubs." George M. Gould, Jefferson historian at the dawn of the twentieth century, provided a detailed description of these night-time tutorials: "At first these meetings were of a social

character. Tea and coffee were served, and the hours from eight until eleven o'clock were spent in agreeable and intimate intercourse of the students and professors. To students who needed it, and sought it, friendly advice and assistance were given, and thereby many pupils were assisted over some of the rough points of their course of study." Dunglison encouraged student participation in such groups, advocating meetings for the duration of the academic session, "not merely a short time before the period for examinations for a degree."

The Jefferson degree was awarded to a student who had been exposed to clinical medicine, in the hopes of Dunglison, "from the first day of his studies." When medical students banded together in 1839 to protest the summer closure of the Jefferson Dispensary, founded in 1825, their argument was two-fold. First, a humanitarian appeal was made as the students implored the members of the faculty to continue their services "to the poor and suffering class of your City." The second component of their petition was more personal and pragmatic, proclaiming the benefits of clinically-based instruction. A dismayed cast of students wrote: "We have understood that, it is not your intention...to afford to us (students in the pursuit of medical knowledge) the best means in your power for acquiring that information."

The 1832 *Annual Announcement* was replete with examples by which Jefferson students were able to fortify theory with practice. A second and more specialized dispensary was mentioned, one designed to attend to "diseases of the Eye and Ear." Both clinics, the report noted, "are conducted on the plan which has been pursued with so much advantage in Germany." Under this European system of clinical management, patients, at the direction of the attending professors, were "placed under the charge of the senior students whose qualifications entitle them to such confidence." Jefferson students also engaged in home visitation for the purpose of providing obstetric care to select Dispensary patients. By the 1840s the school's *Annual Announcement* contained a statistical breakdown, by number and type, of the various medical cases examined and surgical procedures per-

formed for the benefit of a student audience. Additional evidence as to the presentation and management of Dispensary patients is discovered within student clinical diaries that have survived.

A portion of the medical student's clinical exposure was rendered "off campus" in facilities such as Pennsylvania Hospital and the Philadelphia Alms House. To this list was added, no later than 1842, the Philadelphia Dispensary. In an 1850 opening address Huston acknowledged an affiliation with Wills' hospital "for the lame and blind." Students were required to pay a fee in order to obtain visiting privileges at such institutions. It should come as no surprise that Jefferson physicians were commonly in attendance at these very same hospitals. Dunglison noted that his appointment at Philadelphia Hospital (Blockley Almshouse) made it more likely that Jefferson students would purchase "the hospital ticket." Apparently the hospital's Board of Governors grew weary of the students' presence, listing among its complaints "post mortem examinations in the deadhouse; and to patients being exposed in the Clinic, and subjected to auscultation and percussion; or to operations before the class." On the basis of such friction, ties between Jefferson and Philadelphia Hospital were severed in 1845. Dunglison noted that Jefferson expanded its on-site hospital capabilities at this time to maintain an equivalent level of student exposure to clinical medicine.

The disciplining of students at the hands of their professors extended beyond the classroom and clinic. "In loci parentum," proclaimed Mitchell as Jefferson stood poised to commence its twenty-fifth season, "as far as is possible, stand your professors, ever ready to add to your security, and to insure your triumphs, not only in the moral, but in the intellectual field of enterprise." In Sims' recollection of his student days at Jefferson, his anatomy professor was the individual who most actively fulfilled this pledge. Referring to Pattison, Sims remarked: "He lent them money, and patronized them in every way that he could. He was a father to the students, and sympathized with them in all their efforts." Dunglison, in his autobiography, wrote of "pupil residents" who found lodging in

Prof. Pattison's household. One such individual accused the esteemed anatomy professor of "living in sin" prior to marriage. This was a resurrected scandal voiced many years previously by Professor Chapman at the University of Pennsylvania and had led to a duel between Pattison and General Cadwalader, Chapman's brother-in-law.

The avoidance of personal misconduct was precisely what patrons prescribed for their charges who traveled to Philadelphia to pursue their studies in medicine. An April 1828 correspondence between Jefferson College President Matthew Brown and Professor John Eberle made the following request on behalf of the students which they shared, that "they may be as comfortable and as secure, with regard to morals as if they roomed and lodged in a private family." In the same letter Brown also urged Eberle to be an overseer of the students' spending habits, remarking about the pupils: "I do not allow them much money." A second communication between these two individuals at the close of the year voiced Brown's reservations concerning the student's occupancy of a new boarding house where "the young men do pretty much as they please." "It will do them no harm," Brown concluded, "to caution them against evil conspiracy."

The earliest evidence regarding student accommodations is contained within Professor Benjamin Rush Rhees' opening address of March 1825 in which he speaks of apartments in the Prune Street residence (this was the site of the renovated Tivoli theater where the Medical College lectures were first delivered) for "a large number of attendants on the public lectures." Washington L. Atlee (Class of 1829) found reputable lodging in a home managed by a descendant of Benjamin Franklin whom he affectionately referred to as "Mother Mecom." The *Annual Announcement* for 1834 stated: "Board may be had from two dollars to three and a half. Very few pay more than three dollars and as most excellent board can be attained for that price, we calculate the Board at this sum, - eighteen weeks board at three dollars per week, \$54."

The lessons learned outside of the classroom were not always those of charity and compassion.

Faculty feuds were frequent during early years of the College and the students were often caught in the crossfire. The internal strife which plagued the school all too frequently in its first two decades added to the external pressures that were imposed by opposition against the Medical College at the time of its establishment. Much as Penn and Jefferson competed for the allegiance of the same stock of students, Jefferson professors locked in battle among themselves (a "medical carnival" of a different sort) sought the favor of members of the Jefferson student body. Francis S. Beattie, the school's initial Professor of Obstetrics, was dismissed from the Medical College faculty some two years after his appointment by the Jefferson College Board of Trustees. This resulted from a claim against Dr. Beattie by other members of the faculty that he had breached a financial agreement pertaining to renovation of the original Tivoli Theater building. Beattie contested the matter before the Board of Trustees with students gathered to serve as witnesses for both the prosecution and defense. Beattie published his version of the proceedings,—a 35 page tract designed to vindicate him. In reading this document it is clear that Beattie's reputation and worthiness as a lecturer became the central issues placed on trial by his opponents. The hearing, couched in courtroom protocol, seems to have largely consisted of students paraded before the bench to serve as mouthpieces for faculty mudslinging. Students were called forward who testified that Beattie did not deliver all of the lectures for which he had been contracted. Student supporters of Dr. Beattie refuted prosecution testimony and cast aspersions on one of his detractors, noting that they were "dissatisfied with the matter of Dr. Rhees' lectures."

History repeated itself with Beattie's successor John Barnes who was ousted in a similar power play after having lectured for but a single session. In his self-defense pamphlet, 36 pages in length, Barnes contended that a minority of pupils, "Dr. McClellan's students," created a groundswell of current against him. In a separate publication issued prior to the commencement of Jefferson's 1828/29 session, Barnes labeled the Board's deci-

sion to relieve him of his duties "entirely illegal and therefore null and void." "He deems it his duty," Barnes resolved, "to caution these persons who may be so disposed to attend the lectures of Jefferson Medical College, that he will take legal measures to oppose the graduation of all those who shall not have complied with the requisition of the charter in regard to attendance on his course of lectures." In response, the Board issued a counter-statement affirming the appointment of Barnes' replacement John Eberle, while putting to rest student fears regarding legal entanglement should they decline to purchase Barnes' lecture ticket.

Faculty departures, free or forced, impacted upon student enrollment time and again. At the time of Barnes' dismissal the faculty was dissolved and reorganized by the Board of Trustees for the first of three times in the school's initial twenty-five years. At the time of the third dissolution in 1839, coupled with the simultaneous flight of the McClellan brothers (George and Samuel to another new medical school in Philadelphia), Dunglison, the faculty's peacemaker decided that the Medical College was not "going to the dogs" as claimed by George McClellan. Two years later the death of the last member of Jefferson's original faculty, Jacob Green, combined with the exodus of Granville Sharpe Pattison and John Revere to New York University, threatened to launch another decline in enrollment. Instead, renewed and lasting stability of the faculty was finally realized. Huston (Materia Medica), Pancoast (Anatomy), Mitchell (Medicine), Mutter (Surgery), Meigs (Obstetrics), Bache (Chemistry), and Dunglison (Institutes of Medicine and Medical Jurisprudence) governed the affairs of the Medical College, uninterrupted by new appointments or public laundering of disputes, for the remainder of the decade. A Pax Jeffersona had been established and the student body flourished during the 1840s, achieving class sizes that were without precedent in the history of the school.

"After three years of medical study, including two full sessions of public instruction, it permits the applicant for medical honors to seek the ordeal of an examination." This was the fourth re-

quirement for a Jefferson diploma as established by the School's Act of Incorporation. Of the Rose Chamber (elsewhere identified as the "Green Room"), where this rite of passage was held, Washington Atlee commented that "towards the end of the session this room haunted the dreams of many a candidate." Gross' recollection of this oral examination in the presence of the entire faculty is noteworthy for its sense of triumph and glee. "The thirty-five minutes which I spent in the 'Green Room' of my Alma Mater," Gross wrote, "were amongst the happiest of my life." Each faculty member recorded a vote on the student performance, the sum of which determined whether or not the student would receive his diploma. A senior student appearing before the faculty in 1828, a Mr. Dettavan, received "six black balls against him...one ball in his favour," and was consequently rejected. A member of the same class, B. Rush Batemen, was awarded the opportunity to receive added and private instruction at the hands of George McClellan to qualify him for his diploma after having been served three black balls (a failing mark) following his final examination. Barnes, in his, pamphlet of defense, accused McClellan of intentionally failing students so that he might pick them up as private pupils during the summer months. Faculty minutes also record the adventures in graduating of another member of the class of 1828, — Jonathan Poinder. Poinder needed a second ballot on a retake of the examination a day before commencement to qualify him for his diploma by the slimmest of margins, with "but two black balls against him." Not every potential graduate received a similar extension of grace from the faculty. Dunglison chronicled the tale of a Jefferson student who was overheard speaking ill of medicine professor John Revere and was consequently blackballed at the time of examination by Revere and his close friend Professor Pattison.

Responding to an increased number of diploma candidates, and perhaps criticisms from the same, that evaluation by the oral examination was far too subjective, the faculty offered to these students, no later than 1836, the opportunity to take either a written or oral final examination. The School's

1836/37 Announcement summarized the faculty's rationale behind its examination reform: "This mode of examination is admitted to be very imperfect, and obnoxious to many serious objections. It is in itself extremely tedious, necessarily consuming, where the class is large, a great length of time, each candidate requiring, at least, from an hour and a quarter, to an hour and a half." The same faculty report noted that amongst the prior year's graduates greater than sixty percent elected to take the written examination. No time limit was affixed, with most applicants requiring seven hours to complete it.

The final component of a Jefferson student's application for his diploma consisted of a thesis composed in Latin, English, or French and "to be preserved by the Archives of the Institution." Unfortunately none from this period remain. Faculty minutes do bear indirect testimony towards an 1828 prize-winning Latin dissertation—*De Ebrietate* (On drunkenness), — authored by a Mr. Thomas J. O'Flaherty. The Virginia native was awarded \$90 for his efforts.

The value of ancient and modern foreign languages to the medical student and practitioner went beyond cash prizes issued at the time of commencement. Students of the day were steeped in the writings of Homer and Tacitus, as well as those of St. Paul and the evangelists. Dunglison, a renowned linguist of his day, reminded his medical students of the importance of a classical education: "Undoubtedly, you ought to be acquainted with the learned languages, — the Greek, from which most of our scientific terms are formed; and the Latin, which is in many countries — not in all — the language of prescription." Mitchell delivered a similar message in his opening address of 1850 noting that "he who does not understand the

French and German languages is denied access to some of the richest store of medical literature."

A Jefferson diploma was awarded after students satisfied all of the requirements previously described. The engraver of the initial Jefferson diploma, a Mr. Perkins, wrote of the medical school which hired him: "By many it was considered very doubtful whether it would finally succeed." Impressed with the efforts of Dr. McClellan — "His zeal for the cause being great" — Mr. Perkins agreed to support Jefferson by preparing "a very superb Diploma plate [which] might have some weight in giving importance to the infant Institution." The school's janitor, in turn, fashioned for each graduate "a handsome box for the preservation of his diploma."

Mr. Perkins and the school's janitor (along with their successors) witnessed a meteoric rise in enrollment in the Medical College during its first twenty-five years. After suffering through the embarrassments and immaturities of its youth, Jefferson Medical College, by mid-century, its silver anniversary secured, had enhanced the reputation of Philadelphia as the "Medical Athens of America" and produced a class size unmatched on this side of the Atlantic.

By the year 1850 over 1500 individuals had received the Jefferson diploma, signifying the conclusion of one journey and the beginning of another. "Neglect not polite literature," Dunglison counseled members of the class of 1847. "Keep pace with the improvements of general science, as far as may be without detriment to your main pursuit." Referring to a Jefferson student's graduation, Dunglison aptly concluded: "It is in reality the commencement of independent observation and reflection."

Student Days of J. Marion Sims (JMC, 1835): From "The Story of My Life"

"The last of September (1834) I started for Philadelphia. It took a whole week to go from Lancaster (South Carolina) to Philadelphia. We had to stage it the whole of the way, over the mountains of Virginia. Arriving in Philadelphia, I soon met a number of young gentlemen from the South, students there, and they were all very clannish. They readily got acquainted, and stuck to each other. The first boarding-house I got into was just opposite the Jefferson Medical College. I paid \$4 a week, which was very cheap; but, really, the living was excessively poor, and I came very near starving. After a while, I got acquainted with a young fellow named Krenshaw, from Wake Forest, North Carolina. He was a very eccentric fellow, as green as cheese, and as good as gold. He was a great Baptist, and made many friends among that denomination and in that church, among them a young medical student, named Roberts, who lived near Sixth Street and whose mother, who had married a second time, was the wife of Dr. Lewis Roberts, got acquainted with Krenshaw through the Baptist church. Then Roberts told him of a Miss Edmund's school for young girls, in Sansom Street, just opposite the church. He said that she had some vacancies, and would take a few medical students as boarders. Krenshaw went to Miss Edmunds, was delighted with the place, and, when he found out that I was starving in a little house just opposite of the college, he kindly offered to introduce me to Miss Edmunds, which he did, and I engaged board there with her. I was very glad, indeed, to make the change as Miss Edmunds was enabled to give me a very good room, and one for my friend, Mr. Rush Jones, of Lancaster, who was soon to be there. As far as our boarding-house was concerned, I was perfectly happy. There was plenty to eat, we had a good room to sleep in, and everything bright and cheerful. At breakfast and dinner-time, there were three or four pretty girls to talk to and I do not think that a set of young men ever attended lec-

tures at Jefferson Medical College, that winter at least, who were more fortunately situated than we were. Miss Edmunds was an old lady, a good deal on the other side of fifty, and had taught school all the days of her life. She was a charming woman, and a good mother to all of us. She was devoted to her pastor, the Rev. Dr. Gillette, father of the present distinguished Dr. Gillette of New York. Dr. Gillette was the pastor of the Circular Church, which is now a livery stable, in Sansom Street. Miss Edmunds used to marshal us all to church there every Sunday morning.

"During my stay in Philadelphia a most unfortunate thing occurred, resulting in the death of some of the students. A subject who had been brought into the dissecting room had died of small-pox, and I do not know how many of the students contracted small-pox from it. Two or three of them died; among them a handsome young fellow from Alabama by the name of Lucas. I got acquainted with Lucas soon after lectures began. We became good friends, and he knew many persons that I knew in his section, and he had family connections in South Carolina. When Lucas was then sick we missed him at lectures, and I immediately went to his boarding-house to inquire what was the matter with him. I found him very ill, and I went to nurse him at night. I sat up with him, night after night, not having the remotest idea of what was the matter with him. He was very ill and one night I went for Professor Pattison, who was attending him, and came to see him. When Professor Pattison came, he examined the patient carefully, and prescribed for him, and I said: "Dr. Pattison, what is the matter with my young friend Lucas?"

Dr. Pattison replied: "Why, he has the small-pox, and he is going to die tonight. I thought you were acquainted with what was the matter with him."

"My God, small-pox!" I said. "I have never been vaccinated; I do not remember to have ever been vaccinated in all my life!" So I hurried around to

Dr. George McClellan to be vaccinated. I was very much alarmed at having been in a room with a small-pox patient. I found him at home, and told him what had happened. He asked me if I had never been vaccinated, and I said I had not been.

"Well, then," he said, "pull off your coat and roll up your sleeves." He was about to scratch my arm with his lancet, when he said, "You have as fine a mark on your arm as there is on any fellow's arm in the whole college."

I said, "I have been vaccinated, surely," and there, sure enough, was the mark. "Come to think of it, now I remember all about it. I remember a little epidemic of small-pox in Columbia, South Carolina, in 1831, three years ago. At that time I met Mr. Gladney, one of the honor men of his class (1831) on the college campus, and he said to me, 'Do you know there is small-pox in town?' I said I did not. He asked me if I had been vaccinated, and I said that I had not. So I went into his room and he had a fresh pustule, and he said, 'It is just right for the work, and I know just how to do it.' He scratched my arm, and put in some virus. It went through the several stages to maturation; but it made so little impression on me that I had forgotten all about it, from the time it was done until now, and I did not remember that it had ever been done. But for that, of course, I should have been in very great danger from having attended my friend Lucas so long. My friend Lucas died that night, his death creating a great commotion among the students but none of them left. Every man stuck to his post, and attended to his duties.

"I had always passed for more than I was worth. My young friends commonly thought I had more talent than I possessed, and gave me credit for more than I deserved. At Charleston, when the class was about to break up and separate, the students held a meeting, at which I was not present, and knew nothing of. They appointed a committee to select a class valedictorian. I do not think that I ever was ever so surprised in my life as I was when that committee called on me and said they wanted to have me deliver that valedictory address. I declined, of course. So when young Lucas died, and there were two or three other young men who also died of

small-pox from the college, in January, 1835, the students held a meeting and appointed a committee to select a eulogist in commemoration of the young men who had died. Again, to my surprise, the surprise of my life, of the three, the committee waited on me and requested me to perform that office. In both these instances, feeling my incompetency for such a thing, I had the good sense and courage to decline the proffered honor.

"Miss Edmunds was always fond of telling anecdotes, and I liked to hear her tell them. I always managed to have her tell them when I had invited any of my young friends to come there to take tea with me. One I especially liked to hear her tell, and it was this: She said that when her mother was about seventy years of age they lived in North Sixth Street. Her mother and her aunt were often in the habit, Sunday evenings, of going around and visiting her brother, who lived in Second Street, four blocks away, and not far north of Walnut Street. One evening, about ten o'clock, these two old ladies, Mrs. Edmunds and her sister, expected a nephew to come and walk home with them. The young man did not come, and the servants having retired, there was no one to accompany them home. At last they said, 'We should know that we can go by ourselves, for our age will protect us.' So the two old ladies started out by themselves. They were two very delicate, dried up specimens of women, and in the darkness they looked like girls more than they did like grown women. The houses in that part of the city were quite far apart, and it was not to be wondered at that they were somewhat afraid to go out at night all alone. Besides, the neighborhood was infested by sailors and roughs. They hadn't gone twenty steps from their brother's house before they were accosted by two sailors. It was before the days of gas, and the streets were lighted by miserable lamps, which never threw a particle of light across the street. When they were accosted by these two sailors, the fellows began to make violent love to them. They both cried out, for they were sorely frightened, 'We are not young women; we are both old women.' But the sailors replied, by way of jest: 'Yes, we understand that: we have heard the same kind of talk

before. We know old women from young women at any time.' So each one grasped a woman, and one of them took his under his arm and running with his trophy across the street held her face up to the dim lamp-light. Seeing his mistake, he shouted out to his companion, 'Patrick, you may drop yours, surely, because the one I have is as old and as ugly as the very devil!' Thus they escaped from their captors and, frightened almost to death, hurried on their way home.

"In Jefferson Medical College, and a great gun, was the famous McClellan. He was a great surgeon, and he was a *man* as well. He was very eccentric and erratic as a teacher. His delivery was very spasmodic, but he talked sense all the time. Not that he had much system, but whatever he said was to the point; it was practical - it was *teaching* - it was a thing that one could carry home and remember always. At the time I was a student in Jefferson College, the distinguished General George B. McClellan was a little boy, four or five years old. I have often reminded him of the time, which he could not remember. I used to pat him on the head, and give him six-pences to buy ginger-bread and taffy with.

"Professor McClellan frequently honored me by an invitation to assist him in surgical operations, and I remember one very remarkable case on which he operated. It created a great sensation at the time. It was a case in which he exsected a portion of a necrosed rib, without injury to the pleural cavity. He talked to the patient all the time of his operation, for it was before the days of anesthetics, and when it required great nerve to be a good surgeon. He would gouge and chisel and work away and say to the man, 'Courage, my brave fellow, courage; we wound but to heal. It will soon be over.' Then he would work away again, and again he would cheer up the patient, by saying 'Courage, my good fellow; be brave, for we wound but to heal; it will soon be over. Courage, my dear fellow; it will soon be over.'

"He was a great teacher, a great surgeon, and a great man; and he was the founder of Jefferson Medical College. He died comparatively young, and left a reputation that is imperishable.

"In 1847 McClellan left home one bright May morning to make his daily rounds. He walked erect along Chestnut Street, seemingly full of health and vigor, going from house to house to see his patients, while his coachman drove leisurely along, waiting wherever his master entered. Soon he was seen slowly descending the steps of a marble mansion bent over with agonizing pain. He entered his carriage and was driven rapidly home. His medical advisers were summoned. In a few hours he was in collapse, and in sixteen he was dead.

"He died of perforation of the bowel just below the sigmoid flexure. The cause of death was septicemia and shock. And thus passed away one of the great surgeons of the age.

"Professor Pattison was the best lecturer on anatomy then living. The next best to him was Hurlburt, of the Charleston College. It made no odds what the subject was, the student was always chained to it as long as he chose to speak. We never tired of his enthusiasm or his eloquence. He has one very bad habit, a dreadful peculiarity and a disagreeable one, especially for those who occupied the front seats. When he became very enthusiastic, and went to the highest pitch of his eloquence, he would forget himself and all around him, and would splutter and slobber and spit, the saliva flying in every direction, that those who sat within a yard of him would be spattered all over. Of course the young gentlemen were too polite to say anything, and they would wipe off the drops from their faces when he was so earnestly teaching them and so eloquently discoursing to them. Every man in whose face he would happen to splutter his saliva would watch, before he passed the amphitheater, before raising his handkerchief, to wipe it off.

"Pattison was very kind to the students, and always managed to help them out of their scrapes. He lent them money, and patronized them in every way that he could. He was a father to the students, and sympathized with them in all their efforts.

I graduated from the Jefferson Medical College, in Philadelphia, on the first day of March, 1835. I studied very hard all winter, and even found time

for the dissection of a few subjects. Few students found time for dissection during the graduating course, but I did and heard the graduating course of lectures besides. When I graduated, I felt absolutely incompetent to assume the duties of a practitioner. Professor Pattison had advertised a private course of lectures for a month, and I, with thirty or forty others, young men like myself, who

felt that they didn't know much, concluded to take the private course. He delivered a course on *Regional Anatomy and Surgical Anatomy*. When I graduated I presume I could have gone into the dissecting-room and cut down upon any artery, and put a ligature around it, but I knew nothing at all about the practice of medicine."

Student Life at Jefferson: Thomas Huntington Browne (JMC, 1837)

We are dependent for information about student life at Jefferson in its early years mainly upon sketchy biographical data. There are a few diaries which have survived which contribute to our knowledge of day to day events but there is no collected material. Thus, the diary of Thomas H. Browne (JMC, 1837), as excerpted from the Jefferson Alumni Bulletin (Spring, 1966, p.8), becomes an important resource (Fig. 1). Provided by his granddaughter, Miss Gertrude Brinkle, Browne's recorded experiences provide a few insights.

Browne attended academies in Buckfield and Readfield, Maine, and began the study of medicine with Dr. Levi Rawson of Grafton, Massachu-

setts, as preceptor. He attended lectures at Maine Medical College, Brunswick and at Pittsfield, Massachusetts, prior to matriculating at Jefferson in the fall of 1836. Apparently credited with his previous medical lectures, he graduated in 1837 with only one course of lectures.

On October 13, 1836, Browne visited the Dean (Dr. Samuel Colhoun) describing him as a "pleasant man." Since he was not able to pay the required fee in full, the Dean promised to get faculty approval for a note, which he did, and Browne paid the remainder later. On October 15, he recorded his impression of the gowns worn by "the females of the City." "They wear gowns" — "but instead of permitting the cloth to hang over the rump as it naturally should, there is a great fulcrum just below the waist for the purpose of making the person look as if she were broken-backed." On October 20, he attended three lectures, including one by Dr. George McClellan, and did some dissection. He remarked about relations between Jefferson students and those of the University (of Pennsylvania), the latter often making derogatory remarks about the abilities of the Jefferson professors. "The University hates her rival because she is actually winning the palm in the strife of imparting medical knowledge; therefore, authorities and hatred are the order of the day as regards the two schools."

On October 21, Browne again attended lectures and dissected. He found the students "generally sociable and kind," knew a great deal and pos-

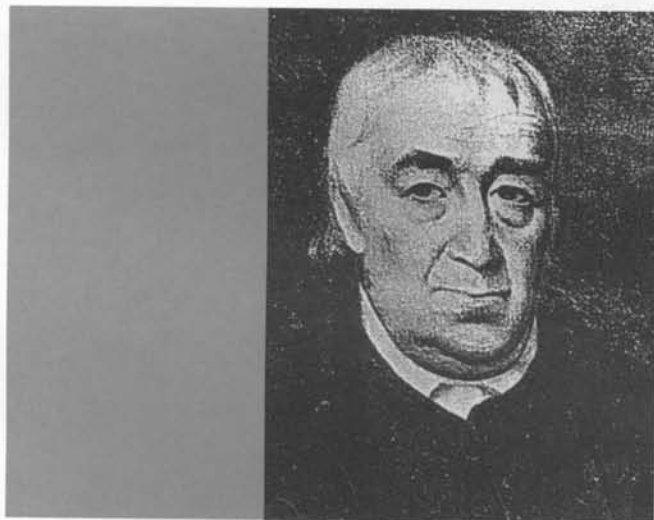


Fig. 1. Thomas H. Browne (JMC, 1837).

sessed "in some degree at least, the humble spirit of inquiry." On October 23, he sat by the fire at his boarding house after breakfast and expressed surprise that Mr. White, one of the tenants, would talk politics on Sunday. A few days later, he spent two hours at Pennsylvania Hospital and listed many ills and injuries which were demonstrated, including several cases of advanced syphilis. The next day he visited the Fairmount Water Works which he found most impressive "combining the utility and beauty of nature and art." On October 29, he visited the Blockley Hospital and Almshouse and "spent the afternoon in relaxation and rest, as students always do on Saturdays."

On November 1, he settled his financial obligations with money from home, then attended the introductory lecture by Professor Robley Dunglison, recently arrived from Baltimore to take up his duties as Professor of the Institutes of Medicine. Browne remarked that "the Lecture Room was filled to overflowing, five or six hundred students were present." This reflects the joint attendance of Jefferson and the University of Pennsylvania students at certain lectures since the total exceeded the Jefferson student roll. The next day Browne "went to hear Revere (Professor John Revere) give his Introductory. It was very well received by all present, as well as by the University students and by the Jefferson students."

On November 7, he attended seven lectures. "This is the number I must attend daily in the next four months, a hard task indeed."

On the evening of November 9 he heard noises which he "went to investigate and found the Van Buren party marching through the streets to celebrate his election as President". On Saturday, a few days later, he observed the promenade on Chestnut Street by "all the people of fashion." He described the dresses of the ladies and noted that "the ladies seldom wear clothes of their own, but hire them——." The young gentlemen were also stated to exchange items of clothing.

Late in November, Browne remarks about Professor Pattison's concern about strangers being invited into the Dissecting Room and being shocked "communicating their impressions to others." He

asked the students to desist or the "excitement will become so great as to prevent the getting of subjects." The next day Browne was confined to his room with an illness. Sending for Dr. Revere, he was treated for a cold with the loss of 12 ounces of blood by the arm, 3 grains of Pulv. Antimonialis every 2 hours until 10 o'clock "at which time he was to bathe his feet in hot water followed by 6 grains of the powder and then bed." He felt better.

On December 8, Dr. McClellan discussed "hereditary scrofula" and described a young woman seriously ill with it (tuberculous lymphadenitis) who had a spectacular cure through vigorous horseback riding. "She went to a celebrated scrofula doctor for advice. Although she was so weak she could hardly sit up, the doctor recommended nothing but exercise in the open air, wholesome food and warm clothing." Increasing her exercise daily, beginning with horseback riding for half an hour, she was soon able to cross the Alleghenies to Ohio "coming and going" six times and recovered her health. "Exercise is therefore the medicine or rather the panacea for scrofula."

On Sunday, December 18, Browne attended Christ Church at 2nd and Market Streets and admired the chiming of the tower bells. In anticipation of Christmas, he expressed the hope that the Faculty would not allow any holidays, remarking that "My chums feel continual agitation about graduating in the Spring so that hardly a night passes without cogitations in this subject. It keeps them in continuous apprehension - a very good stimulus." He did, however, make a Christmas Eve visit to Chestnut Hill by stagecoach. "Stopped at Mr. Gilbert's and took dinner, after which we walked about half a mile to a place called Union Grove to visit some ladies by the name of Sheridan and spend the evening. We spent the evening in conversation and innocent sport."

In January, Dr. McClellan's lecture about foreign bodies in the pharynx and larynx was described along with advice as to treatment including the use of the stomach tube. Later he heard McClellan discuss his surgery of the parotid gland and remarked that Dr. Gibson of the University doubted whether "Dr. McClellan removed the whole gland,

and even pretends to doubt whether it was the parotid gland."

Also on a Saturday in January, Browne went down to the Delaware River "to see the citizens skate. There were a very great number of excellent skaters, 200 or more..."

Browne's diary concludes with a record of his expenses for the period from October, 1836, to March, 1837, including his transportation from Farnumsville, Rhode Island, and return to Milbury, Massachusetts. The total was \$193.64. The items include: \$10.00 for a hospital ticket, \$10.00 for a dissecting ticket, \$0.37 1/2 for a warm bath, \$0.10 for a half bushel of apples, and one visit to Walnut Street Theatre for \$0.50.

It would appear that Browne had little organized participation with other students. Although it is known that some of the early professors did entertain students at their homes, the development of

student societies and fraternities occurred later. It is assumed that most of the students resided in boarding homes. Browne's fees are not clearly stated for his room and board at George Silver's house, but E.R. Squibb (1845), upon his return in 1851 for a few months of post-graduate study at Jefferson, paid Mrs. Blythe \$24 dollars monthly for room and board but no heat. In the 1830's, however, it was often possible to obtain lodging and board for two to three dollars weekly.

Dr. Browne's medical practice was developed in Paris, Maine, where he practiced for more than 40 years and died on August 27, 1880. He was described as being identified with "the best interests of town and country, and was prominent in professional, political, military and religious circles." He served a term as President of the Maine Medical Association.

Some Reminiscences of Student Days at Jefferson

by W.W. Keen (JMC, 1862)

"I graduated from the Jefferson Medical College in March, 1862. The catalogue of 1862 presents an extraordinary contrast with that of 1905; seven professors, one demonstrator, and that is all. No laboratories, no library, no hospital, no specialties, no clinics, excepting the medical and surgical on Wednesday and Saturday mornings each, no patients for students to examine, no ward classes, no microscopes, no professor of pathology, in fact, no teaching of pathology! What it does not show is even more remarkable than what it does. No other medical school made a better or a different showing.

"The Faculty of that day, however, were remarkable men. The most distinguished undoubtedly were Dunglison, Pancoast, Gross and Meigs, for Jacob Mendes DaCosta was only an extra-mural

teacher, giving promise of what he later developed into, the best teacher of clinical medicine I have ever heard in any country.

"Dunglison was encyclopedic in his knowledge; he had written textbooks in a number of the branches of medicine and a dictionary which even today disputes the field with younger lusty competitors.

"Pancoast, (facile princeps) among American surgeons, was one of the most brilliant, self-possessed, daring surgeons I have ever seen in Europe or America. He was professor of anatomy and naturally had the anatomy of the body at his finger's end, or rather at his scalpel's end. Resourceful, imperturbable, dexterous, with the lightning quickness bred in a man by the pre-anesthetic necessity for the utmost speed. He won the admi-

ration of everybody who saw him.

"Gross was a most learned surgeon, a man whose *System of Surgery* has taught more generations of students than any other Surgery written in America. He was tall and handsome, with a fine presence and a fine address. He was and I believe is, unique among American surgeons in having received the highest honors not only in his own country, but of the three great Universities of Great Britain - Oxford, Cambridge and Edinburgh.

"Charles Delucena Meigs was unquestionably the first obstetrician of his day. I suppose he had more patients in what Oliver Wendell Holmes has called the "brownstone fronts and streets with houses on only one side of them" than any other man of his day. Worsted by Holmes in the debate over the contagiousness of puerperal fever, he belonged to that expiring race, who could not accept such novelties as ovariectomy. In his last course of lectures which I heard in my senior year, he declared that "these men who go around the country ripping open women's bellies to remove ovarian tumors, should be indicted for murder." On the other hand in some ways he was far in advance of his age, insisting on what we know as massage, which he called "malaxation," on the "endangium," which we know now as the "endothelium" of the blood-vessels, and on not a few other advanced views. His vivid scientific imagination saw what was revealed to colder minds only after many years.

"The most dramatic member of the Faculty, who succeeded Meigs the year after I graduated, was Wallace, who had been for fifteen years demonstrator of anatomy, and who made the mistake, as did the Trustees, of thinking that a man who can teach one branch well can teach any branch well. One lesson, however, he very forcibly impressed upon the students - the necessity of taking care of the baby immediately after its advent into this world of accidents. On one occasion he delivered a cadaver of a baby. He wrapped it up very carefully, saying as he laid it on a neighboring chair, that the obstetrician must be extremely careful to see that the new-born babe whose life was so frail, should be put in a very safe place. He then turned

to the cadaver and went through all the scenic illusions of a violent flooding. Finally, having arrested the hemorrhage and washed his hands, he placed his hands on the small of his back, and straightening himself up, said: "Your back will feel as if it were broken and you will be ready after such fatiguing labor to avail yourself of the first convenient chair," and sat down with his 250 pounds directly upon the baby that he had placed so carefully in such a "safe" (?) spot a few minutes before! The shouts that went up from the class may be easily imagined, and for many a day thereafter his friends used to rattle him when meeting him on the street by asking whether he had sat down on another baby.

"The students of those days also were quite different from those of today. A very small minority had a good preliminary education; still fewer the advantages of a college education; many of them came directly from the plough or the anvil. Most of the early weeks of the session were given up by the boys fresh from the country to not a little dissipation and rioting throughout the city. In fact, during a large part of the winter it was a constantly recurring necessity for some member of the Faculty to go to a magistrate or the jail and bail out some too demonstrative student who had got himself into trouble with the police or a fellow-citizen who had proved to be the "best man." I am very glad today that the far more decorous conduct of the students of today does them the greatest credit in contrast with the outlandish dressing and the extraordinary performances of some of their predecessors in the 60s.

"Dr. Weir Mitchell is accustomed to tell of one young man who, when he asked him whether he had any "accomplishments," said he had only one, and suiting the occasion to the work, pulled out a bowie-knife, whose handle had rested near the nape of his neck, and planted it deftly in the frame of Dr. Mitchell's window between two panes of glass. It is needless to add that the distinguished author of *Hugh Wynne* was prudently careful not to excite the ire of so dexterous a gentleman.

"I remember very vividly the maze in which I found myself during the early lectures that I at-

tended. There was no graded course. Every one of the seven members of the Faculty started in at once, and the same lectures were repeated year by year, so that we heard the entire course of lectures twice. Excepting a few experiments in chemistry and a few pictures in other branches, there was no demonstrative teaching. Imagine my predicament! I knew nothing of anatomy or physiology, yet in the first lecture that Gross gave us on "inflammation," he talked about the blood and its "corpuscles," of which I had never seen one; of the "capillaries," of which I knew nothing of; their "contraction" and "dilatation" from the "unstriated muscular fibre cells," of which I had never even heard. I did not know what the difference was between striped or unstriated muscle, nor what was the "buffy coat" of the blood, or "serum," or "sulphate of magnesia," or "tartrate of antimony and potash." Of all these I was as ignorant as the man in the moon, and you can imagine the way in which I floundered around, not getting any clear idea of anything, one might say, during the entire first year. Moreover the session began on the second Monday in October and ended with the last day of February, and many students came late and left early.

"I should never have touched a patient or percussed or auscultated a chest, or looked through a microscope had I not been a private pupil of the late Professor DaCosta and Professor Brinton. There were clinics on Wednesdays and Saturdays at Blockley (to which students had to walk instead of our present rapid transit), the Pennsylvania Hospital, and in the Jefferson College building in medicine and surgery only.

"The medical clinics, until DaCosta, in the session of 1866-7, took hold of them, were about as inane and useless as one could imagine. The members of the Faculty, some of whom had never practiced, took turns in clinical teaching, and I always remember with amusement one of them who, if the patient had diarrhea, would give him opium; if he was constipated, would give him salts; but if, alas! his bowels were perfectly regular, knew not what under the sun to do!

"The surgical clinics were conducted by Gross

and Pancoast. Operations were comparatively rare even in those days, so long after the introduction of anesthesia. If we had one major operation, say, at every clinic, we did well. A case of amputation of the breast, a stone in the bladder was rumored around for days before the clinic, and the students rushed to the front seats just as you find in the story of "Rab and his Friends," by dear, old Dr. John Brown of Edinburgh. In the annual catalogue of those days even operations for tenotomy, fistula and hemorrhoids, and such minor matters, are mentioned as attractions; but *not a single abdominal operation* is named, for they were practically unknown.

"There were no hemostatic forceps, no retractors, no hypodermatic syringe, no aspirator; none of our modern instruments of precision, not even a thermometer, and the hypodermatic syringe did not come into use until about the end of the Civil War. Fortunately we did have ether and I have always been glad that I did not live in those terrible days when the amphitheater rung with the screams of the patients who had to be bound hand and foot lest a sudden movement should do great harm.

"Of course, bacteriology was utterly unsuspected and antisepsis was unknown. Week after week Gross and Pancoast wore the same old operating coats, which had served their day in social life and had now descended to the baser uses of the operating amphitheater. Even after antisepsis was common, I remember very well seeing one distinguished surgeon abroad put on a similar old operating coat to do an abdominal section. Behind him stood an assistant with a rubber tube carrying a very dilute solution of carbolic acid. He tried to direct this into the abdominal cavity of the patient while the surgeon was going on with the operation, by holding the tube over the surgeon's shoulder. Naturally a large part of the fluid saturated the coat sleeve of the surgeon, which was only turned up for an inch or so at his wrist, and the solution filtered through this filthy old coat sleeve into the abdomen of the patient!

"We had two rooms with six beds, three for men and three for women, which by courtesy we called

a "hospital." Most patients, such, for example, as those who had a removal of an upper jaw or the removal of a tumor from the neck, were taken to their home in carriages and attended there by the assistants in the clinic. Only such cases as could not possibly stand such removal to their homes were received into our little hospital. Not a student ever dared to put his nose within those sacred precincts, for ward classes and teaching by sections was not only unthought of, but was an impossibility with our then meager advantages. What a change today with our splendid new hospital, with our enormously enlarged teaching corps, not only of the Faculty, but lecturers, dem-

onstrators and other assistants by the score in both college and hospital; lectures on almost every conceivable subject, demonstrators in a dozen laboratories, clinical facilities, and the opportunity of personal work on the part of every student! Surely the medical student of to-day lives in a blissful atmosphere as contrasted with the students of my day. I often wonder that we of that day have ever amounted to anything. One thing I am sure of, had we not "spurned delights and lived laborious days," working while others were sleeping, we never should have been able to keep pace with the march of the medicine."

Recollections of Student Life at Jefferson

by Thaddeus L. Montgomery (JMC, '20)

After completing a three-year premedical course at the University of Illinois, I prepared to enter Jefferson Medical College. I came there because my uncle, Edward E. Montgomery (JMC, 1874), was on the faculty (Chairman of Gynecology, 1892-1920) and was interested in my career.

Therefore, on the morning of September 3, 1916, I stood in the office of the Dean at 10th and Walnut Streets (the 1898 College building) before his honor, Ross V. Patterson, the new incumbent of that office. The welcome was not particularly warm.

"Well, Montgomery, where do you come from?" (The question sounded to me like a trap. I swallowed it - hook, line and sinker.)

"I come from Missouri," I replied firmly. "Ah! The 'Show Me State.'" I could see the Dean roll the words over on his glottis... "Well! We expect our students to show us - not we show them!"

With that statement, the portly new Dean demonstrated to me that in addition to whatever other qualities he possessed, he was a conceited ass. I was soon to learn that others around the institution were of the same opinion. However, at that moment I was in no position to press the observation.

"Sir, I shall endeavor to meet with the high stan-

dards you demand of your students." (It did so happen that after four years, I graduated with honors, in the top triumviral of my class.)

"Well spoken, young man," the Dean resumed, "You do bring good credentials. Now step over here and meet Miss Glass who will duly register you in the class of 1920." The latter, a pleasantly bespectacled middle-aged lady, stopped punching an ancient Remington typewriter long enough to fill out the form necessary for my enrollment.

Having completed my greetings to the Dean on that 3rd day of September, my steps led me first into the nearby medical library which at that time was located in the low-ceilinged basement.

Facing me some 20 feet away and filling the total place from floor to ceiling was an immense painting of an operation going on in the old clinical amphitheater. To say that it was dramatic was understating the impact it made...I was viewing for the first time the now famous *Gross Clinic*, the product of Thomas Eakins' genius, and Jefferson's proud possession. Now, that world famous canvas hangs in its own special gallery in Jefferson Alumni Hall.

The background of the painting, as I said, was

the clinical amphitheater of the original college, where patients had been shown and operated upon before generations of medical students. Little could I dream at that time that I was to play my part from 1955 to 1961 as Chairman of Obstetrics and Gynecology (Fig. 1).

So on that momentous evening of the opening exercises, I sat with 164 other new students from all parts of the world, as we were addressed by the wan, elderly James W. Holland who led the college nobly as Dean from 1887 to 1916, and my recent pompous friend, Ross V. Patterson, who had just assumed the office.

The next day college began.

During my first year at Jefferson, I lived with my uncle who was widowed and had a residence-office on Spruce St. not far from the medical school complex. I was very fond of anatomy and spent most of my evenings dissecting at the Daniel Baugh Institute of Anatomy where I knew one of the assistants. In fact, I became a student proctor in the subject and was awarded a gold medal in Anatomy by Professor Schaeffer, and a similar medal in Physiology by Professor Brubaker at the conclusion of that term. This gave my parents no end of gratification.

My uncle remarried that summer, so I moved to a boarding house on the Jefferson campus for the remaining three years. It was one of a row of colo-

nial houses on the south side of Pine St. in the 800 block, across from the grounds of the Pennsylvania Hospital. It had recently been purchased by a woman Russian refugee who had friends in the States. She provided room and board - rich Russian food and Russian dialect - to six of us medical students, an artist friend, Robert Riggs, and a few odd people.

Next to us on the west was a similarly architected house devoted to the ancient profession of prostitution. Its residents and visitors came and went steadily. Through the common wall on our west we could hear laughter and ribald voices. For the students who occupied rooms in the rear of our house, windows provided visual as well as vocal entertainment.

Around our table at night was lively conversation: the latest developments in art, recent tidbits from our lectures in medical school, the progress of my love affair with a beautiful young student nurse, and the progress of our Russian hostess in the new world vs. the old. Incidentally, she seemed to be busier and more intelligent than the ordinary boarding-house keeper. Later on she confided in me that she was a special duty agent in the Philadelphia area for United States Secret Service, in addition to all her other activities.

At night a group of cats engaged in a screaming battle on a high brick wall at the rear of our lot and finally at 5:00 a.m. each morning we were awakened by a young man singing, "O Sole Mio" as he distributed milk in the neighborhood. This part was not so bad.

Three days after I had finished my four years in medical school and two years service as intern, I married Pauline Woods of Huntington, PA, my long standing nurse love. My uncle asked me, "What are you going to live on?"

"The practice of medicine, I presume. What did you do when you married and started practice?"

"I made the same mistake as you. I just thought I might save you some problems." Then he promptly loaned me a hundred dollars to get started.

There is an old adage, "The Lord will Provide." And it worked out that way.

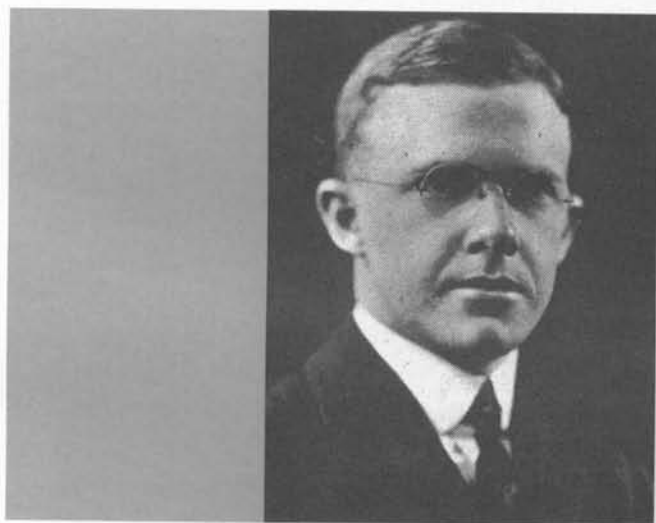


Fig. 1. Thaddeus L. Montgomery (JMC, '20), Professor of Obstetrics and Gynecology (1955-61).

Events in Student Life

Student life at Jefferson was not always tranquil. Publications early in the twentieth century describe street fights often related to football games. Several times games between Jefferson and Hahnemann Medical Colleges erupted into encounters which involved students in addition to the players, and at times they were joined by bystanders for the "fun". Only on a few occasions were police required to end the brawls.

On November 19, 1908, a different kind of disturbance occurred which required a major response from Jefferson and city authorities. This began with what was described as the "annual rush" between Freshman and Sophomores which took place following an early evening lecture.

The Philadelphia Inquirer of November 20, 1908, under the headline "Students' Rush Turns to Riot; Ten Arrested" recorded the following:

"Rioting on Walnut Street, between Tenth and Eleventh Streets, as a result of a policeman's interference with a class rush when it reached a point where pedestrians were being knocked into the street, more than two hundred students of Jefferson Medical College last night created a disturbance which resulted in many bruised heads, a riot call which brought out all the reserves in two police stations, and the arrest of ten students.

"Even with the arrests the trouble did not cease. Penned up in the college building while the ten were placed in two patrol wagons, the howling mob of students knocked down the guards, escaped through windows and doors, and started in hot pursuit of their captured fellows.

"At the Fifteenth and Locust Streets station, where the prisoners were taken, the doors had hardly been slammed shut and securely barred when the crowd of students arrived and began making angry demonstrations and threats.

Professors At Station

"The arrival of Professors DaCosta (John Chalmers DaCosta [Ed.]) and S. Solis-Cohen, of the Jefferson faculty, for a moment quieted the disturbance. They entered the station and began negotiating for the temporary release of the imprisoned students. The police, however, declared that unless the professors would guarantee the dispersal of the mob, the students under arrest would not be freed, even though their appearance at this morning's hearing be promised.

"At that point Dr. DaCosta went out on the front steps and addressed the men. At first his words were greeted with howls and jeers. The men shouted that they would not give in to the police, but would get the men free by force if they were not given up willingly. Dr. DaCosta's logic finally conquered, however, and with the release of the ten men under arrest the mob dispersed.

"The trouble began about eight o'clock, when, at the end of a lecture for the members of the freshman and sophomore classes, the men started a rush in the building. The quarters proving too small the clash was carried to Walnut Street. Then its proportions grew. What had a few moments before been a friendly trial of combined strength of the two classes became a mad fight.

"Several women had been knocked into the street, when suddenly Policeman Dowes, unable to do anything toward restoring order in any other way, pulled his revolver and fired several shots into the air in rapid succession. Immediately, the students forgot their own class differences and combined against the one policeman.

Policeman Knocked Down

"Dowes was knocked down, then thrust into a doorway. His revolver, club and blackjack were in turn taken from him. Then one of the young men

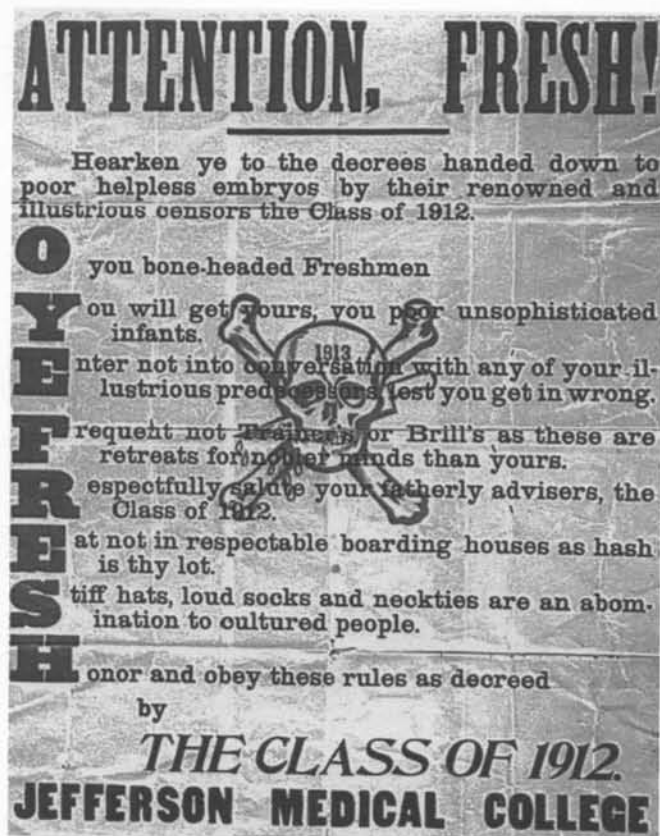


Fig. 1. An aspect of student life. Sophomores claim authority over Freshmen in a hazing ritual.

took the helmet and kicked it into the street. Another tore his badge off and threw it away. At that moment assistance arrived in the person of Policeman English, of the same station as Dowes. He was in plain clothes.

"He received the same treatment that had been accorded his comrade. He was hit, knocked down and his gun taken, then kicked and trodden beneath the feet of the hundreds of students. Someone had in the meantime called for assistance, and the entire reserve forces of the Fifteenth and Locust Streets station and the Eighth and Lombard Streets station arrived about the same time both the policemen who had first tried to grapple with the trouble were lying unconscious in the street.

"With the arrival of the police reserves there was a battle royal. But it lasted but a few minutes. Sledge hammer blows by the heavy clubs on the bare heads of unarmed students began to show results inside of five minutes. The students, with

a rush, took refuge inside the College Building.

"Before they had done so, though, ten of the men had been caught and hustled into the waiting patrol wagons.

"Several persons, not all students, had to be treated for cuts and bruises at the Jefferson Hospital.

"The following morning the ten students charged with precipitating a riot were arraigned before Magistrate Rooney who lectured them severely and sentenced nine of them to five days in Moyamensing prison. After appeals, he relented and discharged the students with payments of \$5.60 fines.

"After the action of the magistrates, the police lieutenant in command of the office addressed them with the final remonstrance that they should have 'used their clubs and not make arrests until after they had given the students a taste of the 'big stick.' 'Use the club on them and teach them not to make these disturbances.'

Thus ended one of the more physical encounters brought on by what appears to have been a customary Freshman-Sophomore event. Unfortunately, pictorial reporting was not well established at the time and there are no photographs to illuminate the record.

There were apparently certain hazing customs early in the twentieth century. One of the few "relics" of "greetings" for the freshman students is the decree promulgated by the Class of 1912 (Fig. 1). The lack of record of similar interclass activities suggests that these were sporadic and variable. It is possible that the fraternity movement of the early decades of the century replaced the more general interclass encounters.

In addition to athletic events with Jefferson teams competing against teams at the college level, some practices commonly associated with college activities rather than with professional schools crept into student life. It may be recalled in this context that admissions to Jefferson at the turn of the century still did not require college work (in 1913, a law requiring one year of college work took effect) and the ages of the medical students were not much higher than those of many college ma-



Fig. 2. Class of 1938 "camping" for the night at door of College Building for third year registration. Note Yale banner by chance marking W.W.L. Glenn, later Professor of Surgery at Yale.

triculants. Interclass competition, hazing and a degree of rowdiness, therefore, could easily be understood. The "culture" of the times was indicated by the occurrence of the annual "Poster Fight" between freshmen and sophomores at the University of Pennsylvania September 27, 1912, in which eleven students were injured and "several score" others battered and beaten. The same night a Jefferson hazing incident was reported in the *Public Ledger*:

"Several hundred sophomores of Jefferson Medical College last night hazed a hundred members of the new class, marching them about the city and attracting such a crowd at Twelfth and Market Streets that policemen dispersed the collegians. Some of the 'Freshies' were pushing peanuts along the sidewalk with their noses.

"Without permitting the freshmen to escape, the sophomores escorted them to a Delaware River pier where they were placed aboard a boat for Chester. The pockets of the new men had been searched for change and the sophomores took possession of it."

During the 1930s, another type of rivalry developed. Arrangements for sections for Junior Class instruction were made late in the previous Spring by application to the office of the dean on an assigned day. Since Sophomore students perceived from contacts with upper classmen that there were

advantages in early registration, the practice of getting in line very early developed. For several years, groups of Sophomores began gathering the day prior to the registration to establish positions in line as early as 7 P.M. and on at least one occasion as early as 4 P.M. They would then hold the position until the opening of the office the next morning. The class of 1938 is pictured at the door of the College Building in May, 1936 (Fig. 2).

The next year in a similar process, the Class of 1939 was positioned at the College door when early in the morning two pickets came by on their way home still carrying the signs. The Evening Bulletin of May 3, 1937, reported as follows:

**"STRIKERS HELP 86
STUDENTS AT JEFF
But Medical Boys Didn't
Need Any Aid in
All-Night Lie-Down"**

"The honor of being the first to register for junior year classes at Jefferson's Medical College this year goes to Frank Perri.

"He was No.1 student in a line that numbered 86 by the time Dr. Ross V. Patterson, dean of the college, opened his office today in the 10th and Walnut Streets building.

"And it was a haggard and tired line of 86 students who then began to file into the Dean's office, there to be greeted as if nothing had happened, because the business of waiting in line all night to register is an ancient and honorable custom at Jefferson.

"It dates back to the time when the number of sophomore medical students numbered less than 40. Forty is the maximum that can be included in section A for clinical and laboratory work. It's preferable to have that instruction first, they say, and the rule is first come first served.

"Therefore, at 4 P.M. yesterday Perri, who is 22 and lives at 1415 S. Broad Street, sprinted out of his last class and got to the entrance first. Close behind him was Joseph Mira, 25, of 2838 S. 15th Street, and close behind him was a group of about 60 others.

"And in that order they settled down for the evening and night. Cam Kurtz and Wayne (Skippy) Geib came equipped. Because of this they weren't at the head of the line, but they slept well. Messrs. Kurtz and Geib brought along mattresses and blankets.

"The only question you could ask them was did they sleep well and they answered that by sleeping right on. At 9 A.M. traffic or none, clanging trolley cars or no, they still slumbered. Someone woke them when the line began to move.

"All 86 came equipped. They had brought sandwiches, coffee, cards and what not; anything to make the time pass. They sang and whistled, and finally, as the hours dragged on subsided into troubled sleep. All except Messrs. Kurtz and Geib. We know how they rested.

"During the 'wee sma' hours two men came past carrying signs. They were pickets on their way home. The signs proclaimed that something was unfair to somebody. Tired and worn they dragged their feet along. Then spied the lineup of students. They brightened.

'Strike?' they asked.

'Yeah strike,' joshed one of the students.

'Unfair to you?'

'Yeah.'

'We'll help yuh!'

"And there were those in the line this morning who will bear witness to the fact that the pickets marched back and forth in front of the Walnut Street doors of the college the better part of a half hour until they wised up to the fact they were being ribbed."

There were other modes of relaxation. In 1906 a group of seven students formed the Phi Poop Phi Fraternity (Fig. 3). The purposes of the organization were not stated but the motto was "We live to eat, butt in, work everybody, and raise rough-house". A clue to their activities might be perceived from the stated place of meeting "J.W. Power's Pool Room, Emperial Bowling Alleys, Offices at 258 South Tenth Street". The activities carried out at "Headquarters" may at this time only be a matter of conjecture since no details are re-

corded. It is presumed that the members imbibed liquid refreshment on occasion and the nature of their meeting place also raises "question about whether they also indulged in playing "galloping dominoes" since we have evidence from other sources that students frequenting pool rooms with a "back room" on occasion were included in police raids for gambling. In any case the serious expression on the countenances of the members on the picture surely belies the intent of their

"fraternal" activities. They do give evidence of devotion to Jefferson and to anatomy. Whether or not the Phi Poop Phi had a life beyond 1906 is not known but no record of earth shaking accomplishments survives. Ah, Student life! Gaudeamus igitur!

Fig. 3. A student aberration. The Phi Poop Phi Fraternity of 1906 apparently represented a spoof of the developing social fraternity movement at Jefferson.



Collegiate Football at Jefferson

Present alumni are surprised to learn that collegiate football ever existed, moreover even flourished, at Jefferson. It certainly did between 1898 and 1908 (Fig. 1). An Athletic Association for the students was sponsored by Randle C. Rosenberger (JMC, 1894), then Assistant Pathologist to Jefferson Hospital and destined to become the first Chairman of Bacteriology and Hygiene (1909-44). Rosenberger throughout his long Jefferson career would become legendary as "the friend of the students" in his phenomenal memory of their names, conducting class singing of carols at Christmas, encouraging students to write letters to their folks, and inviting them to his home.

The Athletic Association was supported by voluntary contributions, financial aid by interested faculty members, and the sale of tickets to the games. The purchasers of tickets were entitled to vote for assistant manager, who served for one year in that capacity and then became manager. An Advisory Board was composed of ten members from the upper two years and five members elected

from the first two years, the members elected from the Freshman Class to serve for four years. The funds were used to buy equipment and uniforms. "Class collectors" were organized to solicit one dollar for the athletic Association from each of their classmates. This allowed admission to all the games of the season. In 1906, six hundred tickets were sold in this fashion.

Heated competition took place with such institutions as Princeton, University of Pennsylvania, Lehigh, Lafayette, Haverford, Swarthmore, Franklin and Marshall, Lebanon Valley, Ursinus, Maryland Medical College (Baltimore), Muhlenberg (Fig. 2), Fordham (played in New York), Stevens Institute (played in Hoboken, New Jersey), Philadelphia Dental College, Williamson School, Chester Military Academy, Frankford Athletic Association, Philadelphia Athletic Club, College of Pharmacy, and every year with its arch rival, the Medico-Chirurgical College of Philadelphia. Although these contests were spread over a decade, the list is nevertheless impressive, and indicates



Fig. 1. Jefferson Medical College Football Team, 1906.

how seriously this sport was undertaken. The object was to afford "a certain amount of relaxation from our routine work on the benches."

In addition to the regular team players, an attempt was made to keep an active scrub team. On most occasions, however, it was fortunate if a total of eleven men attended the practice sessions, which were held daily when preparing for important games. Practices and some of the games were held at the National League Ball Park and later at 62nd and Walnut Streets. Dr. George W. Spencer (JMC, 1892) was the "field surgeon", his auspices possibly being construed as an early example of sports medicine.

The arch rival of the Jefferson team was the Medico-Chi College, and it was considered the most important game of the season, played in November (Fig. 3). A rally was usually held before this game in the lower amphitheater of the 1898 College. Dr. Rosenberger had charge, but there were pep talks from the faculty as well as from

Fig. 2. Muhlenberg's football schedule, which included Jefferson, from *Chronicle and News*, Allentown, PA, May 26, 1909.

Fig. 3. Jefferson competes with its traditional arch rival (from 1906 yearbook).

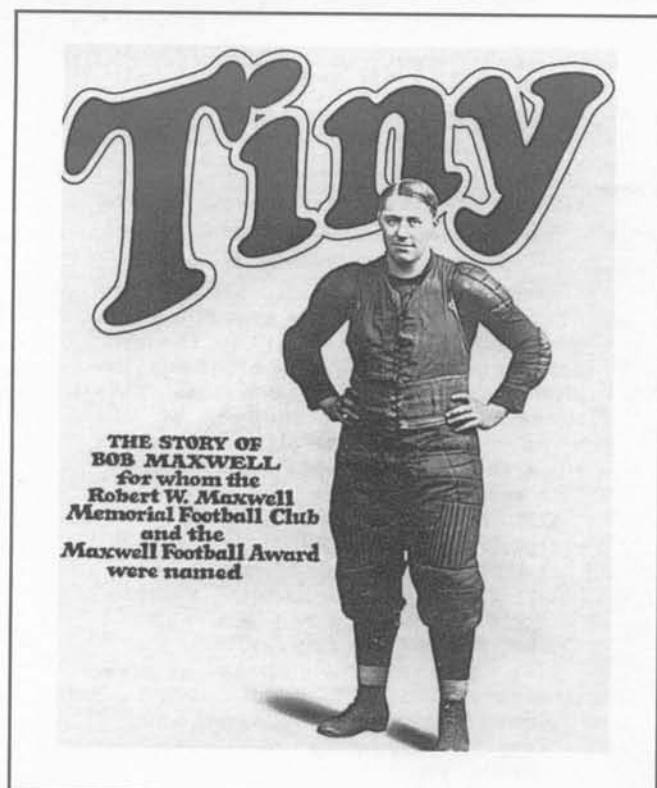
MUHLENBERG'S FOOTBALL SCHEDULE FOR '09

Local Collegians Meet Some Strong Teams Next Fall—Rutgers, Carlisle Indians and F. & M.

Muhlenberg's football season for 1909 promises to be the best since this game has been taken up by the students and the schedule arranged includes a strong string of teams. This schedule has been arranged. It will bring to this city the strongest teams since the game has been played here. The schedule follows:

Oct. 2—Webb Academy.
Oct. 9—Medico Chi.
Oct. 16—Jefferson Medical.
Oct. 23—Susquehanna.
Oct. 30—Franklin and Marshall.
Nov. 6—Temple College.
Nov. 10—Rutgers College at New Brunswick.
Nov. 13—U. of P. Freshmen.
Nov. 20—Wyoming Seminary, at Kingston, Pa.
Nov. 25, Thanksgiving Day—Carlisle Indians Reserves.
All of the games will be played at Allentown with the exception of Rutgers and Wyoming Seminary.





outside fans of Jefferson. At a price of five cents per copy, a pamphlet containing the songs and yells used in the "Chi" game could be purchased. The theme was "Make good or bust."

In the student publication, *The Jeffersonian* for 1902, an account is given of the game of that year in which Jefferson beat Medico-Chi by a score of 5 to zero. "The annual gridiron contest between Jefferson and Medico-Chi took place at the Columbia Ball Park on Saturday, November 22, and resulted in Jefferson scoring the only touchdown. Fully 3,000 students and friends of the two institutions witnessed the game, each one bedecked with the colors of his favorite team. The black and blue of Jefferson held sway on the north side of the bleachers and the red and green of Chi on the south

Fig. 4. Robert ("Tiny") Maxwell, a member of Jefferson's 1908/09 football team.

Fig. 5. Jefferson's last football team (1908/09). Note burning of Medico-Chi over a Bunsen burner. "Tiny" Maxwell is at upper left of the team.



side. The stand which Jefferson took on her one-yard line is seldom equaled in any game, and called forth tremendous cheering from the rooters."

In 1908 the team was fortunate to have an old Jefferson alumnus, C.T. Stafford (JMC, 1869) as head coach. He was a member of the National Rules Committee and had coached Dickinson College, Germantown Academy and the University of Pennsylvania. His experience combined with good Jefferson team members ensured a successful season. On the team in this last but glorious year was Robert Maxwell (Fig. 4), whose sobriquet was "Tiny." He studied at Jefferson for two years but did not graduate. Maxwell went on to a famous career in the sports world in which clubs and awards were named in his honor.

The last game with Medico-Chi was played by the team of 1908/09 (Fig. 5) and is considered the most important one in the entire saga. "Jefferson accomplished its supreme desire, namely to beat Chi, and that it did in grand style. At the end of 70 minutes of terrific line smashing and impregnable stands by the Jefferson eleven, the score, momentous in its meaning, historic in its importance, joy-inspiring to the Jeffersonians by its very one-sidedness, stood Jefferson 39 - Chi zero."

The article in *The Jeffersonian* continues: "Never did more inspiring surroundings urge contesting teams to victory. On every side of the white-ruled field stood masses of cheering students both Chi and Jeff, while at the feet of the grand stand and bleachers the vast crowd overflowed upon the grounds and from side to side and end to end elbowed and struggled for room, all the while each man urging his favorite team to win or die. On the left, occupied by the ranks of the Jefferson students swelled by the influx of fair maidens until they even outnumbered the supporters of the Red and Green team, the Black and Blue colors waved in riotous confusion, and the staccato "Hulla Baloo Baloo" and the far-carrying "Ray Rays" played havoc with the chill November air. On the right,

loyal while confident at first, loyal though disheartened at the last, sat the Chi rooters, and no matter how great their disappointment at the undoubted outclassing of their team by that from the rival college, never did a brilliant Chi play fail to produce its share of appreciative applause.

"The first few minutes of play sounded the knell of Chi's hopes. Two facts were certain: Jefferson could hold Chi, Chi could not hold Jefferson. Again and again the Red and Green team charged the Jefferson line. They fell back helpless before the terrific onslaught of the Jefferson backs. Outclassed both in defense and offense, defeat for Chi was inevitable. But to the last second the game was hard and pluckily fought until the autopsy showed that the proud and far-famed eleven of the Medico-Chi, outclassed at every point but fighting to the last, had gone down in defeat before the irresistible onslaught of the prouder and more famed eleven of the Jefferson Medical College. Eleven football players wearing the Black and Blue of Old Jeff, sworn to uphold the prestige of their Alma Mater, bearing as a sacred trust the honor of Dear Old Jefferson, with the scent of battle in their nostrils went in to win and won from gallant foes. Right steadfast was their determination. Right nobly did they fight. Right gloriously did they win.

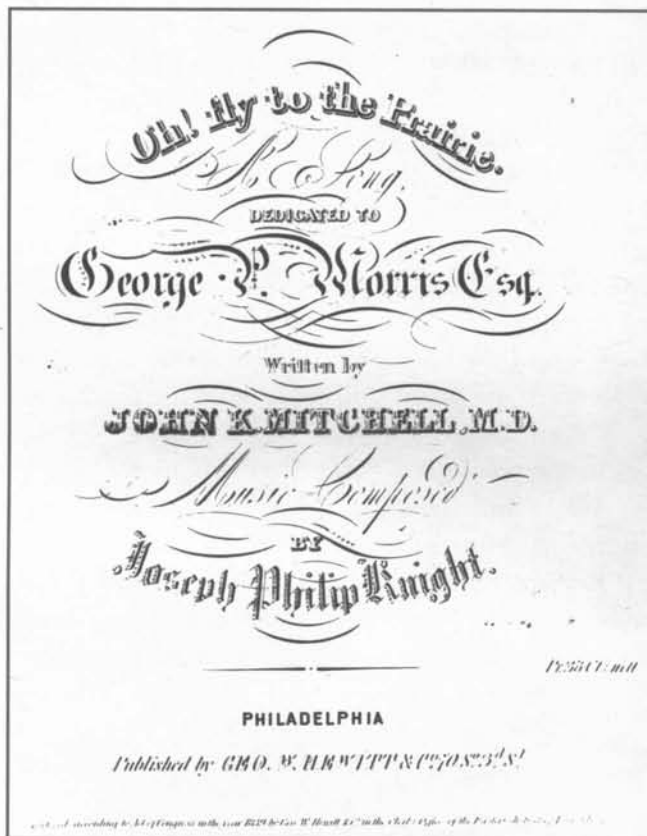
"With the great game played and won, football at Jefferson became a thing of the past, for, as before stated, the Jefferson student has little or no time for football. And this game which wrote the last page of Jefferson's football history shows one great fact; that no matter what a Jefferson man undertakes, he is not willing to give it up until he has accomplished it and accomplished it well. In conclusion we wish to extend to Profs. Rosenberger and Sweet and Dr. Hirsch our sincerest appreciation for their untiring efforts in making the football history of Jefferson a success, and to those members of the Faculty who have helped us financially and otherwise, we are indeed very grateful."

Musical Traditions at Jefferson

Music in various forms has long played a significant role in the lives and recreational activities of both students and faculty at Jefferson. The first Medical Hall on 518-20 Prune Street (now Locust) had been the Tivoli Theater in which on October 20, 1823, the world famous song *Home Sweet Home* was sung for the first time in America.

From 1839 through 1869, Jefferson Medical College commencement exercises were held at the Musical Fund Hall on Locust Street between Eighth and Ninth, where many operas were performed. Since 1870 the commencement exercises have been held at the Academy of Music. The Faculty marches in to strains of the *Jefferson Processional* and *The Star Spangled Banner* is subsequently sung to

Fig. 1. Words by Professor John Kearsley Mitchell (1839) for a song.



accompaniment of the organ. Elgar's *Pomp and Circumstance* is the traditional exit march.

Little is known of musical activity at Jefferson before the turn of the century. Robley Dunglison, Professor of the Institutes of Medicine and Medical Jurisprudence from 1836 to 1868, performed on the piano and flute in his earlier years and was president of the Musical Fund Society in later life. He also was Chairman of the music committee of St. Stephen's Episcopal Church at 19 S. Tenth Street. John Kearsley Mitchell, Professor of Medicine from 1841 to 1858, wrote the words to numerous songs (Fig. 1). His son, S. Weir Mitchell (JMC, 1850), the famous novelist, was requested to write the words to a Christmas carol but deferred to the Rev. Phillips Brooks of Philadelphia, a close friend, who wrote *O Little Town of Bethlehem*.

The affinity of Jefferson students for song created a serious incident on the night of April 2 at the commencement banquet of the Class of 1886. It was held at the Philadelphia Natatorium at 219 South Broad Street. This facility was an indoor pool that was empty during this month and covered by a temporary floor that supported a piano. Harry Casselberry (JMC, 1886), of Hazelton, seized the opportunity to play some tunes. Someone started to sing "John Brown's Body" and about fifty students joined the swelling chorus. Suddenly the floor gave way and the strains of music yielded to the crash of timbers and the cries of young men. Thirteen students were injured, - two of them seriously, but none were killed. Cavalier Jackson, a member of the class, could not afford the expense to attend the banquet, but spent half of what he saved to send telegrams to some of the anxious parents.

At the turn into the twentieth century, musical references began to appear in accounts of student activities and in student publications. The fact that there were few such publications prior to 1900, does not rule out the existence of musical experiences

in student life, especially since in the 1900 yearbook, W.W. Brandau is identified as "Best Singer". The same yearbook pictures the Orchestra (Fig. 2) with Marion Hearn (JMC, '02) as President and Manager of a 15-piece group. Dr. Randle C. Rosenberger (JMC, 1894) is listed as Honorary President in this year's orchestra as well as in several subsequent ones. Dr. Rosenberger played the violin for an avocation and made the most of his love of music in relation to his teaching duties. His prize possession was a Stradivarius violin which was often kept in his departmental office. Its theft late in his career without recovery was deeply mourned, but did not affect his effort to use music to brighten a few moments in the students' rigorous routines. It is not known whether he was responsible for the organization of the orchestra but he had a hand in the students' music for many years. During the 1920s, he began the custom of leading the students in Christmas carols in connection with his lectures. This expanded for a time into group singing for patients in the hospital and later to an organized program of Christmas

music in McClellan Hall.

The orchestras for 1903 and for 1905 (both now including drums) again have Dr. Rosenberger as honorary president, while the 1903 Yearbook also records a Glee Club, with its personnel and a cartoon showing four of its members (Fig. 3). Its activities were apparently on the lighter side but its services were offered as procurable through its business manager. No claims were made for its having presented actual concerts. The 1914 Yearbook also contains a cartoon depicting "Carusos" associated with a student vocal activity (Fig. 4).

Music assumed several different degrees of emphasis during the 1920s and 1930s. In 1924, the *Philadelphia Public Ledger* carried a story about Jefferson students headlined "Students Fiddle Way in College." It described an orchestra which performed both for Jefferson events and at "various social affairs throughout the city. By means of money saved in this way they earn their tuition bills". Among the performers were Abraham

Fig. 2. The Jefferson Orchestra (1900).



Fig. 3. Early Glee Club at Jefferson, with cartoon of four of its members. (from 1903 Yearbook)

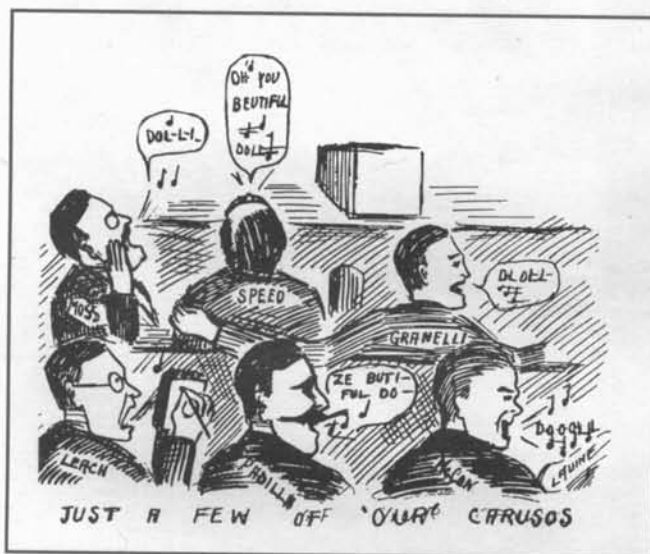
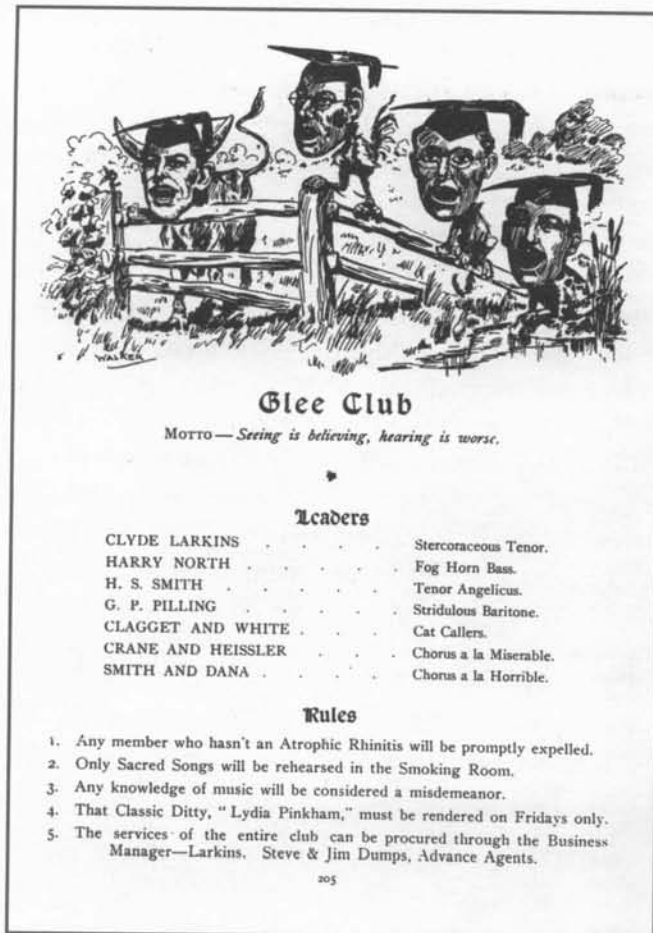


Fig. 4. Cartoon of student singing. (from 1914 Yearbook)

Cantarow (JMC, '24), later Professor of Biochemistry at Jefferson; O. Spurgeon English (JMC '24), later a widely known psychiatrist and Professor at Temple University School of Medicine; and John T. Eads (JMC, '26), later a gastroenterologist at Jefferson.

Intermittently, singing was a part of the gathering of students for lectures. Most alumni remember the tradition of applauding the professor as he entered the lecture room and as the lecture ended. For a time the students sang popular songs while awaiting the professor (this was also the time that "passing up" occurred). Joe Henry Coley (JMC, '34), recalls his class singing "Down by the Old Mill Stream", and "Seeing Nellie Home" among others. On occasion Professor Hobart A. Hare (Therapeutics) enjoyed leading a song at the opening of his lecture. During the early 1930s several very good singers were members of Phi Beta Pi and a group often sang on the fraternity house steps at 1032 Spruce Street, even at times attracting a number of passersby. One of the students had had the distinction of singing with then popular radio singer Bing Crosby in Spokane, Washington. The group also visited other fraternity houses for informal song sessions.

Fraternity groups also enjoyed singing, often a part of Friday or Saturday night beer parties. Professor of Pathology, Virgil H. Moon, was one of the faculty members who took part in such relaxation and often led the singing of such favorites as "Sweet Adeline" and "Strummin on the Old Banjo."

Following World War II, music assumed a slightly more formal aspect with the organization of the Jefferson Glee Club. Begun in 1944, the students invited Frederick B. Wagner, Jr. (JMC, '41), to be its conductor because of his long experience since age 16 as a church organist in which he had also directed the choir. The activity was successful and enthusiastic. By 1947, the group (Fig. 5) was rehearsing regularly and presenting concerts. At Christmas time the highlight of its activities was a concert combining the Glee Club with the Student Nurses Choir directed by Miss Morgan. For a time the nurses were required to par-

ticipate in a choir, and for several years the combined singers presented their annual Christmas performance in McClellan Hall.

The Glee Club underwent a period of increasing membership, but in the 1950s experienced a decline in interest, and Dr. Wagner was no longer able to devote sufficient time to it. The organization lapsed, but in 1956 a new group (Fig. 6) was gathered under the leadership of James E. Clark (JMC, '52), who had participated in the Glee Club as a student. Once more a Christmas concert was prepared and performed for an enthusiastic audience in 1957. Again the students lost interest and other recreational pursuits took precedence.

Music at Jefferson took a new turn in company with a program of refurbishing of McClellan Hall. The desirability of musical availability had previously been discussed to enhance the dignity of convocations and presentations held there, and finally in 1957 a concert-model Hammond organ was installed. This came about following the accidental death of Richard, the son of Thaddeus L. Montgomery (JMC, '20) and Mrs. Pauline Montgomery in November, 1956. The family and friends presented the organ, dedicated to his memory on April 28, 1957. Frederick B. Wagner, Jr. (JMC, '41, Fig. 7) gave a recital along with guest organist (Mr.

Leonard McLain). Since then the organ has enhanced virtually all ceremonies held in McClellan Hall. Dr. Wagner has regularly performed, usually playing light classical or popular tunes prior to and following the gatherings.

Another event in Jefferson's musical history was the playing for the first time of the "Processional" at the celebration of Jefferson's Sesquicentennial on November 15, 1974. This composition by Burle Marx was commissioned by the Alumni Association for the occasion. Beautifully orchestrated, the work was well received by a large and appreciative audience at the Academy of Music in company with a performance by the Swedish Ballet. The "Processional" has taken its place in Jefferson tradition, being played at all commencement and convocation exercises since that time.

The University Choir

Music since the 1970s has assumed a new significance with a unique blending of the clinical with the artistic. This period related largely to the medical and musical accomplishments of Robert Thayer

Fig. 5. Jefferson Glee Club (1947), with director (Dr. Wagner) front row seventh from left.

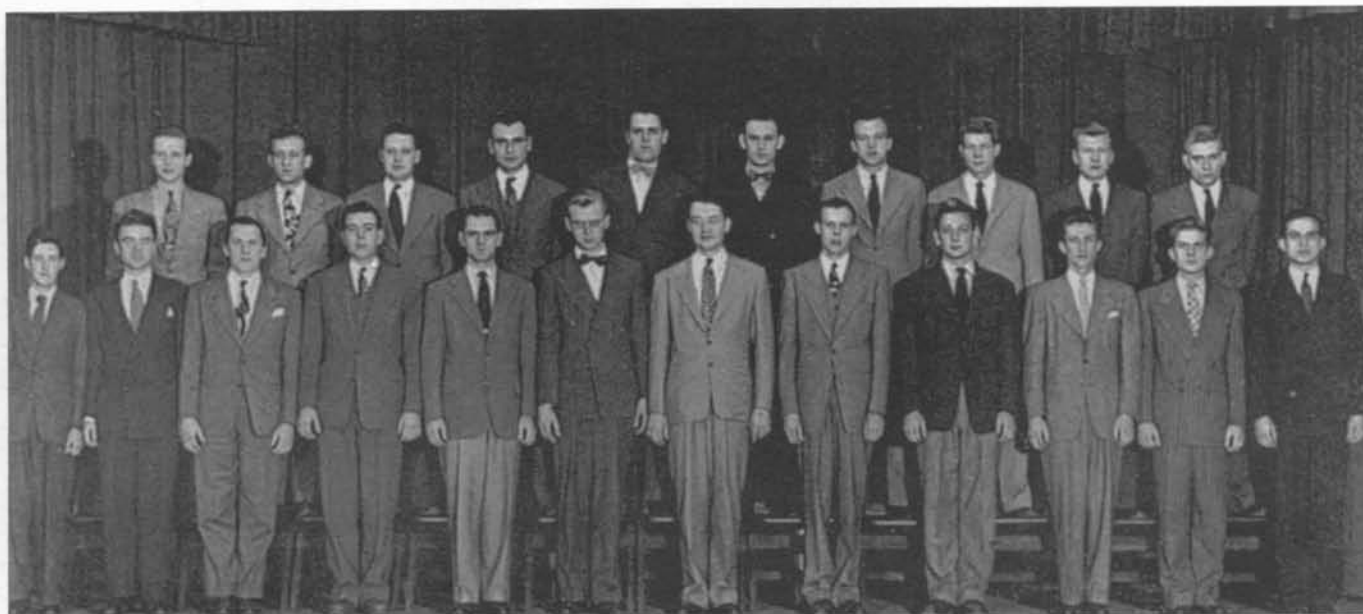




Fig. 6. Jefferson Glee Club (1956) with director (Dr. Clark) front row fourth from left.

Sataloff, M.D., D.M.A. (JMC, '75, Fig. 8). Dr. Sataloff began his musical activities at Jefferson in the Fall of 1970 while he was a Senior at Haverford College completing his pre-medical studies and receiving a degree in Music Theory and Composition. He had studied conducting with William Reese at Haverford College and John Ferris at Harvard. Part of his college senior year at Jefferson was spent in research with Dominic DeBias in the Physiology Department. Sataloff was performing actively as a professional singer (baritone), but was not conducting regularly. Jefferson had had a small, informal glee club conducted by David Grabos, Director of the University Commons; but the group was not active. The choir consisting of approximately 30 members, performed Vivaldi's *Gloria*, a selection of Christmas carols, and the Hallelujah Chorus from the *Messiah*. Since that time, the Thomas Jefferson University Choir has become a cultural force at Jefferson and in the Philadelphia musical community. The choir has grown to ap-

proximately 100 members and is routinely accompanied by a 30 to 40-piece orchestra. The group has performed major works by Bach, Handel, Mozart, Vaughan-Williams, and many other composers. In addition to performing standard classical masterpieces, the choir is known for its renditions of contemporary and popular music. The choir has also commissioned and premiered works by several American composers, including Davison's *O Emmanuel* which was performed with the Concerto Soloists Orchestra on December 15, 1989. Sataloff has conducted the Jefferson Choir since its founding except for the five-year period between 1975 and 1980, when he was at the University of Michigan for residency training in Otolaryngology-Head and Neck Surgery. During that period of time, Dr. Bluemle provided financial assistance from the President's Discretionary fund to keep the group alive until Sataloff's return in 1980. The interim conductors were Thomas Friedman, Michael Mahla '79 and Karen Hepler. The choir has maintained traditions of accepting all members of the Jefferson Community into the

choir, without audition, and of giving free major concerts at least twice a year (Fig. 9). The choir also performs at the annual tree lighting ceremony for the hospital, and at various other Jefferson functions throughout the year.

In 1980, Sataloff founded the Chamber Singers of the Thomas Jefferson University Choir, a select group of approximately 25 singers chosen by audition. The Chamber Singers have performed numerous additional concerts of sophisticated early and contemporary music, appeared at the Walnut Street Theatre as the opera chorus for Academy of Vocal Arts productions, and sung at the Academy of Music as part of the United States Bicentennial celebration.

Dr. Sataloff combined his musical interests with medicine, helping to establish new medical specialties. As a professional singer in an otolaryngology residency, he was called on frequently to provide advice to his musical colleagues. He was surprised to find a paucity of medical literature on the care of professional voice users. The need to know how to care for these particularly challenging patients motivated him to begin research in 1977 which led to publication of a landmark article in the *American Journal of Otolaryngology* in 1981, the first major paper describing for otolaryngologists the care of professional singers. He also became involved with the Voice Foundation, a scientific organization formerly based in New York (now in Philadelphia). He is now Chairman of its Board of Directors. Through educational and research efforts, the publication of more than 200 articles and 10 textbooks (including *Professional Voice: The Science and Art of Clinical Care*, 1991, the first text in the field), he helped to establish voice as the newest subspecialty of otolaryngology. He also developed a voice center with research laboratories that currently sees approximately 1,200 professional voice visits annually, and provides clinical and research experience for otolaryngology residents from Jefferson, the University of Pennsylvania, and visiting residents and fellows from around the world.

Sataloff's voice center formed the core of the Jefferson Arts Medicine Center, which he has di-

Fig. 7. Frederick B. Wagner, Jr. (JMC, '41) plays organ in McClellan Hall at its dedication on April 28, 1957.



Fig. 8. Robert T. Sataloff, M.D., D.M.A. (JMC, '75), conductor of Thomas Jefferson University Choir.

rected since its inception in 1986. The Arts Medicine Center provides clinical and educational services for performing artists and medical practitioners. It involves Sataloff's voice center, the Hand Center under Dr. James Hunter, the Foot and Ankle Center, and numerous clinicians who have acquired special expertise in arts medicine. Most members of the faculty of the Arts Medicine Center are performers themselves. The Arts-Medicine Center includes interdisciplinary teams not only of physicians, but also physical therapists, speech-language pathologists, music and dance teachers, and others working in a close, interactive and unprecedented way to provide high quality research and clinical care in arts medicine. These efforts also resulted in the publication of the *Textbook of Performing Arts Medicine* by Robert T. Sataloff, M.D., D.M.A., Alice Brandfonbrener, M.D. and Richard Lederman, M.D. (1991, also the first text in the field).

Sataloff believes that musical activities have become integral to Jefferson's mission and education. Jefferson Medical College students and faculty still make up approximately one third of the University Choir. The experience obtained from participating in the performance of great artistic masterpieces such as Mozart's *Requiem*, Bach's *Magnificat*,

and Vaughan-Williams' *Dona Nobis Pacem* provide students and physicians with important insights into humanity and help maintain a broad perspective on the place of their scientific activities in the grander scheme. Members of medical and related professions have historically responded to the intensity, discipline, precision and emotion of musical performance. Fostering this tradition at Jefferson has helped the students maintain a place for musical and cultural activities in their lives, and many have been able to carry this lesson beyond medical school as they organize their practice and life schedules. Continued alumni participation in music, and support of the choir and other cultural activities in the community have been particularly gratifying, and constitute perhaps the strongest evidence that the Choir contributes more than just beautiful music. It is anticipated that all existing musical and arts medicine activities will continue, with probable expansion in the future to include dramatic arts, possibly a standing orchestra, and hopefully involvement of more Jeffersonians. Arts medicine activities are also expected to expand clinically, through research, and possibly academically. Sataloff has hopes for creation of a Ph.D. program in Arts Medicine. If developed, this would make Jefferson the center of establishment of academic Arts Medicine Programs throughout the world.

Fig. 9. University Choir under leadership of Dr. Sataloff in McClellan Hall (1981).



Jefferson Becomes Co-Educational (1961)

The Encyclopedia Britannica states that Elizabeth Blackwell, the first woman doctor of medicine (1849), "sought admission in vain to medical schools of Philadelphia..." Just a few years later (1850) she could have been admitted to the Female College of Pennsylvania, now the Medical College of Pennsylvania.

The first publicized rejection of a woman applicant at Jefferson occurred in 1873 under the deanship of John Barclay Biddle. He was in accord with the general sentiment of the times in turning down her application, and referred to the incident in his introductory speech at the opening session of the College that year, as follows:

"Women entering medicine must be willing to subordinate love and marriage to the stern requirements of the most exacting vocation...If they come into the arena, they must come as equals...We would spare them the conquest because we know that whatever their talent...the inferiority of a feebleness and more delicate organization is insurmountable..."

Jefferson Offers Co-education to Woman's Medical College (1918)

On a motion of Edward P. Davis, Professor of Obstetrics, on November 25, 1918, co-education in the Medical College was unanimously approved by the Jefferson Faculty. To implement this willingness, a committee of the faculty was appointed to confer with the faculty of the Woman's Medical College of Pennsylvania to determine how and to what extent cooperation would be desired. The Jefferson committee consisted of Edward P. Davis, Albert P. Brubaker, Professor of Physiology, and Dean Ross V. Patterson. The Woman's Medical College committee was represented by R.W. Lathrop, Professor of Physiology, Harry Deaver, Professor of Surgery, and Martha Tracy, Dean and Professor of Chemistry.

A meeting was held on January 13, 1919, and on January 27 the following report was submitted to the Jefferson Faculty:

"The interchange of teachers and teaching facilities between the Woman's Medical College of Pennsylvania and the Jefferson Medical College of Philadelphia would not be advantageous or desirable...and, if affiliation is desirable, it must be complete without the loss of identity, and must secure better teaching for both groups of students with economy of administration. The most obvious economies and advantages may be expected in combining the facilities and personnel in both laboratory and clinical departments in both institutions."

Although the Jefferson Faculty voted to receive the report, no further action was taken and no record of the actions of the Faculty ever appeared in the minutes of the Board of Trustees. It is obvious that this was an abortive overture on the part of Jefferson to which no mutual enthusiasm could be generated.

Women Medical Students Accepted at Jefferson (1961)

Forty-five years had passed since Dean John Barclay Biddle in 1873 had rejected the application of a woman. Forty-three more would pass before Jefferson would accept women medical students.

When Jefferson Medical College first accepted women applicants in 1961, it was the last of the existing all-male medical schools to become co-educational. Details of this momentous action are best gleaned from minutes of the Board of Trustees as follows:

"A regularly scheduled meeting of the College Committee was held at 12:00 p.m. on May 23, 1960, in the Board Room of the Pavilion. The meeting was attended by the following members of the Committee: Mr. Large, Chairman, and Messrs.

Rosenwald, Pew, Wear, and Solis-Cohen. Also present were Mr. Foerderer and Mr. Bodine, members ex-officio, Mr. Brown, Mr. Eglin, and Drs. Sodeman, Browneller and Conly.

"Dr. Sodeman requested the College Committee to discuss the September 28, 1959, Executive Faculty motion that female medical school applicants be permitted to apply to Jefferson Medical College. The Admissions Committee, if it is to accept applications from women for the class entering 1961, would have to have Board action. This matter was discussed and the College Committee unanimously recommended that women medical students be accepted for admission and that this recommendation be transmitted to the Board of Trustees for final action.

"On motion duly made, seconded and carried, the Board approved the actions and recom-

mendations of the College Committee as set forth in Mr. Large's report."

Dr. Kenneth Goodner, Professor of Microbiology (1946-67), was a leading force in the Faculty championing the admission of women students. For a number of years it was a standing joke that "K.G." made this change in admission policy a regular proposal at Executive Council meetings. When women were admitted, there was a need for additional plumbing facilities. These were constructed just outside McClellan Hall. The name proposed, but not adopted, was "The Goodner Lounge." An odd consequence followed the appearance of women in microbiology classes. Lectures on venereal diseases, formerly given by Dr. Goodner, were assigned to a junior member of the departmental faculty.



Fig. 1. First women matriculants (1961). Standing left to right: Amilu S. Martin, Carol A. Miller, Carolyn E. Parry, Joyce Price and Nancy S. Czarnecki. Seated left to right: Merle G. Salerno, Bette-Lee Jarvis, Dean Sodeman, Mary Knepp and Margaret M. Libonati. (Photo taken just outside McClellan Hall. *Gross Clinic*, absent from background, was on tour.)



The First Graduating Class of Women (1965)

There were nine first woman matriculants in 1961 (Fig. 1). Bette-Lee Jarvis transferred to another medical college, and the eight graduates (1965) are seen in Figure 2. Articles relating to Jefferson losing its "stag school rating" appeared in the leading Philadelphia newspapers. After graduation, these first women diversified into family practice, pediatrics, anesthesiology, general and vascular surgery, liver transplantation, neurology, dermatology and psychiatry. These and other women Jefferson graduates were featured in an article, *Jefferson Alumnae: Making It*, by Joy R. Mara, in the JMC Alumni Bulletin, Fall, 1974, pages 10-23. The careers of the *Women in the Class of '65*, by Susan M. Bluemle, appeared in the Alumni Bulletin of Winter, 1990, pages 3-10.

Nancy Szwec Czarnecki (Fig. 3) officially was the first woman graduate because of the alphabetical order of her name. She had become aware that Jefferson would admit women students in 1961 because of a notice in the Philadelphia newspapers while she was an undergraduate at Temple University. An amusing anecdote relates to her pre-admission visit to inspect the Daniel Baugh Institute of Anatomy at the suggestion of a collegiate

Fig. 2. First graduation of women (1965). Left to right: Mary Knepp, Merle G. Salerno, Amilu S. Martin, Margaret M. Libonati, Nancy S. Czarnecki, Carol A. Miller, Carolyn E. Parry and Joyce Price.

friend who was in the first year at Jefferson. He indicated she could enter the dissecting room unannounced, find him at his table, and he would show her around. When this stately, very pretty, blonde young woman entered the anatomy room, there was a great outbreak of cheers and whistles. Nancy felt a big hand wield a gentle thump on her shoulder. She turned to see the formidable Dr. Michels (Professor of Anatomy, known as "Bull") who, in a low pitched resonant voice, seemed to thunder: "Lady, you are causing pandemonium here!" A "Santy Claus twinkle" soon appeared in his eyes, and when the excitement subsided, he gave her a mini-tour of the laboratory. Nancy was awarded a full-tuition four-year scholarship at Jefferson. She was married while a medical student and her maiden name of Szwec changed to Czarnecki, thus accounting for her first listing at graduation. She graduated as an Alpha Omega Alpha honor student, engaged in a partnership of family practice with her physician husband, and raised four children, one of whom, a son, also achieved Alpha Omega Alpha honor status as a



Fig. 3. Dean William A. Sodeman shows College Catalogue to Nancy S. Czarnecki, first woman to graduate from Jefferson Medical College.

Fig. 4. Graph showing percentage of women medical students, 1970 to 1993.

Jefferson Junior in 1993. Nancy engaged in practice in Philadelphia and distinguished herself as a Jefferson alumna by serving as Chairperson of the Alumni Trustee Committee, Chairperson of the Career Day Committee, and as Alumni President in 1989/90. She also served on the Council of the College of Physicians of Philadelphia.

Through the last three decades, women graduates have maintained scholastic excellence equal to and, at times, exceeding that of the men in honors and prizes, with subsequent training in residency programs, obtaining academic and hospital status, participation in committees, and serving as term members on the Board of Trustees of the University. In admissions to the Medical College, no attention is paid to gender. A graph showing the percentage of women students between 1970 and 1993 is depicted in Figure 4. It is quite possible that in the United States, as already in some foreign countries, the number of woman physicians will eventually equal or exceed that of men.

